

THE CENTER FOR ANTI-OPPRESSIVE EDUCATION

*welcomes you to the*



*2nd Annual*  
INTERNATIONAL CONFERENCE ON  
TEACHER EDUCATION AND  
SOCIAL JUSTICE

*San Francisco Airport Marriott Hotel, California, U.S.A.*

*23-25 July 2004*

## Welcome Letter from the Conference Organizer

23 July 2004

Dear Participant:

Welcome to the 2nd Annual International Conference on Teacher Education and Social Justice. I am excited that you are able to join this important event, which promises to be an invaluable experience for us all.

Teacher educators face many challenges. Especially troublesome are the economic, social, and political contexts that make difficult our attempts to address differences and oppressions in schools and societies. Yet, in the face of these challenges, teacher educators are continuing to produce new and innovative theories, practices, and coalitions. What does it mean to prepare teachers to teach toward social justice?

This conference will offer rare opportunities to exchange ideas, develop resources, build networks, and explore possibilities for new directions in teacher preparation with a diverse group of educators who share commitments and priorities. The program is filled with dozens of workshops, panel discussions, and video screenings with over a hundred presenters from around the world

Some notes:

- Please read the program carefully--it has gone through several changes in the past few weeks.
- Please wear your Conference Badge at all times.
- Please do not use audio or visual recording devices without permission from the conference organizer and the people you wish to record.
- Please be mindful that this conference addresses controversial issues, that participants will express various perspectives, and that one goal of this conference is to engage respectfully with these differences. Please help to make this conference welcoming, safe, and meaningful for everyone involved.
- If you have concerns or need assistance, please come to the Registration Table.

I wish to acknowledge and thank the many volunteers who are helping to staff this conference, as well as the many staff members of the Marriott hotel. I also wish to thank the various donors for the Silent Auction, including Big Island Candies, Keli's Maui Guest House, Firelight Media, Frameline Distribution, National Film Board of Canada, and Paper Tiger Television. Finally, I wish to thank Ann Schulte for coordinating the conference staff, Cindy Yeh and Mark Chien for assisting with collections, Wilma Nakamura, Leila Victor, and Sherrie Lou Kumashiro for assisting with the silent auction items, and especially all of you, the presenters and participants, who are making this event both useful and memorable.

I hope you share my excitement in what lies ahead of us this weekend, and I look forward to working with you and strengthening our abilities to build a truly liberating movement.

With best wishes,

Kevin K. Kumashiro, Ph.D.  
Director, Center for Anti-Oppressive Education



## Conference Overview

### THURSDAY, JULY 22

4:00 - 6:30 Pre-Conference Workshop on Publishing for Emerging Scholars of Color

### FRIDAY, JULY 23

9:00 - 10:30 Breakfast  
9:30 - 10:15 Welcome and Video Screening  
10:30 - 12:00 Breakout Session #1  
12:15 - 1:15 Video Screening  
12:15 - 1:15 Workshop on Publishing for the Popular Press  
1:30 - 3:00 Breakout Session #2  
3:15 - 4:45 Breakout Session #3  
5:00 - 5:45 Video Screening  
5:00 - 7:00 Reception

### SATURDAY, JULY 24

8:30 - 10:45 Breakfast  
9:00 - 10:30 Breakout Session #4  
10:45 - 12:15 Breakout Session #5  
12:30 - 1:30 Meeting of APTEC  
1:45 - 3:15 Breakout Session #6  
3:15 - 4:45 Reception and Silent Auction

### SUNDAY, JULY 25

9:00 - 11:15 Breakfast  
9:30 - 11:00 Breakout Session #7  
11:15 - 12:45 Breakout Session #8  
1:15 - 2:45 Breakout Session #9  
3:00 - 4:00 Meeting of APTEC

## Center for Anti-Oppressive Education

*The Center for Anti-Oppressive Education (CAOE) recognizes that the quality of education cannot improve unless we commit to challenging the racism, classism, sexism, and other oppressions that permeate our schools and societies. Through its projects on research, curriculum, professional development, and local advocacy, CAOE develops and provides innovative resources for educators, leaders, students, and advocates throughout the United States and the world who are interested in creating and engaging in anti-oppressive forms of education.*

*Center for Anti-Oppressive Education  
P.O. Box 21068  
Washington, DC 20009*

**<http://antioppressiveeducation.org>**

**OPENING PLENARY SESSION (Newport Beach)**

*Kevin K. Kumashiro, Conference Organizer and Director of the Center for Anti-Oppressive Education, will open the 2nd Annual International Conference on Teacher Education and Social Justice. Following Dr. Kumashiro's remarks will be a screening of the new educational video, Class Dismissed.*

**Class Dismissed: Examining High School History Textbooks**

*Class Dismissed provides a critical look at how U.S. history is taught in high school, at the textbook industry, standardized testing, the lack of race and class analysis in textbooks, and the teacher's role in introducing a range of perspectives into the classroom. Featuring interviews with authors, New York public high school students and teachers, and textbook industry insiders. 28 min. Produced by Paper Tiger Television.*

***Good Morning!***

***A light breakfast is available  
each morning in the Irvine Room.  
Feel free to bring your breakfast  
to the Opening Plenary.***

**BREAKOUT SESSION #1****1A. PAPER PRESENTATIONS. Emancipatory Pedagogies and Policies: Perspectives from New Zealand** **MARINA DEL REY****From Word to World in Pre-Service Teacher Education**

Students at Auckland College of Education are able to opt for a module, based on writings of Paulo Freire, which prepares them for teaching in low-SES, urban, and rural schools. The author reflects on her experiences teaching this module and helping her student teachers better understand their realities and subjectivities and the emancipatory potential of their pedagogies. *Vicki M. Carpenter, Auckland College of Education, New Zealand*

**Learning to Labour and Question: Learning Union at School**

The opportunity for union education under the Employment Relations Act has provided an opportunity for more meaningful citizenship education. This paper highlights the need for educators to engage with students' real-life experiences of working and help them to understand their employment rights and gain confidence in their collective skills. *Jose Jesson, Auckland College of Education, New Zealand*

**Empowering Pathways for Māori: Emancipatory?**

After many years of struggle, Māori resistance initiatives in education have led to greater opportunities for autonomy and self-determination. The author, an indigenous teacher educator, reflects on the development of a Huarahi Māori (indigenous) pathway through the Auckland College of Education Bachelor of Education (Tchg) program. *Colleen McMurchy-Pilkington, Auckland College of Education, New Zealand*

**1B. WORKSHOP. By Any Means Necessary: Integrating a Proper Resistance to Oppression into the Public School Curriculum--Whether Bush Likes It or Not** **MONTEREY**

Social justice must be supported and re-enforced within schools and communities, despite the political and professional barriers that are put in place by the administration and other oppressive forces. This workshop explains how educators who teach in predominantly African American and Latino elementary schools can do just that. *Sekani Moyenda, Rosa Parks Elementary School, and Teachers for Social Justice*

**1C. ROUNDTABLE DISCUSSION. If You Show Me Your TPA, I'll Show You Mine** **SANTA BARBARA**

The Teaching Performance Assessments (TPAs) are being addressed in many different ways in teacher preparation programs throughout California. This session provides participants an opportunity to discuss what their departments are doing and learn how others are meeting Standard 19. *Ann Schulte, California State University, Chico, Organizer*

**1D. VIDEO SCREENING. Videos for Challenging Homophobia** **NEWPORT BEACH*****Apples and Oranges***

*Apples and Oranges* teaches children about the negative effects of certain words and bullying behavior. Woven into the stories are animated shorts and film clips of class discussions. 18 min, with study guide. For grades 4-8. Produced by the National Film Board of Canada.

***In Other Words***

*In Other Words* explores the homophobic language heard both in and out of schools--the words themselves, their origins, how young people feel about them, and how to overcome the hurt and anger they cause. 27min, with study guide. For grades 9 and up. Produced by the National Film Board of Canada.

***Sticks & Stones***

*Sticks & Stones* profiles gay, lesbian, and transgender youth in Hawai'i's schools today, revealing the pain and hardship that they endured as students. It is hoped that through greater understanding, educators will then be motivated to make their classrooms and campuses safe places for all students. 11 min, with study guide. For educators. Produced by Catalyst Productions.

**BROWNBAG SESSION****A. WORKSHOP. Publishing for the Popular Press****MARINA DEL REY**

This workshop introduces participants to the process of publishing op-eds, commentaries, and letters to the editor for newspapers. Participants review tips and guidelines, contrast with academic publishing, review sample essays, and brainstorm leads. Presented by Kevin Kumashiro, Center for Anti-Oppressive Education.

**B. VIDEO SCREENING. *Beyond Brown: Pursuing the Promise*****NEWPORT BEACH**

*Beyond Brown* provides an historical overview of the 1954 U.S. Supreme Court decision on Brown v Board of Education, making links to schools today and the persistence of segregation, inequity, and an achievement gap. Filled with interviews of prominent educational leaders and profiles of students in urban schools, this video documentary premiered on PBS in May 2004. 60min. Produced by Firelight Media, Inc.

*For a tasty carry-out lunch,  
visit the kiosk in the hotel lobby.*

*For nearby restaurants,  
visit the Concierge Desk.*

**BREAKOUT SESSION #2**

- 2A. WORKSHOP. Preparing Educators to Embrace the Quest for Educational Equity and Social Justice for African Immigrant Students and Communities** **MARINA DEL REY**

Black African immigrant students are at especially high risk for academic and social difficulties because of racism and xenophobia. Drawing on research and personal experiences, this workshop will explore ways in which educators can impact the quest for educational equity and social justice for Black African immigrants in U.S. schools and society. *Elavie Ndura, University of Nevada, Reno*

- 2B. WORKSHOP. The Daily Choices and Hard Calls of Relational Leadership for Student Success** **MONTEREY**

Interrupting the historic inequities that continue to undermine the health and welfare of communities requires changing existing relationships between parents and families, students, and teachers. Participants in this workshop will explore case studies and engage in dialogue about the challenges and benefits of relational leadership. *Mark Miller, Emery Secondary School; Mark Salinas, Bay Area Coalition for Equitable Schools; Tony Smith, Emery Unified School District*

- 2C. WORKSHOP. Student Slurs, Teacher Silence** **SANTA BARBARA**

This workshop sensitizes participants to homophobic slurs, teacher silence that often follows, and the harm caused to all students. It begins with an original monologue performed by the presenter; continues with reflection, self-evaluation, and statistics; and ends with many strategies to help combat homophobia and heterosexism. *Sheridan Gold, Gay, Lesbian, and Straight Education Network, North Bay, California*

- 2D. PANEL DISCUSSION. How Do We Get a Multiracial Teaching Force?: Is It a Problem of Recruitment or a Problem of Barriers?** **SANTA CLARA**

In the U.S., approximately 40% of the public school students but only 10% of the teachers are Latino, African American, Asian American, and Native American. What creates this situation and what can be done about it? In this workshop, we will encourage a solution-oriented dialogue from participants, and offer our own systemic and individual solutions. *Roberta Ahlquist, San Jose State University; Enid Pickett, SSU North Bay International Studies Project; and others*

- 2E. WORKSHOP. Eyes on the Fries: Young Workers in the Service Economy** **NEWPORT BEACH**

This workshop examines the service economy through the experiences of young workers, and will use popular education methods to demystify economics and increase awareness. Participants will view a 20-minute video on the changing economy, its impact on young people, and actions to win justice on the job and in the community. Ideal for teachers interested in economics and labor education. *Sara Flocks and Sonya Mehta, Young Workers United*

***Be sure to visit the booksale in the Anaheim Room!***

**BREAKOUT SESSION #3****3A. PAPER PRESENTATIONS. Innovations in the Design of Teacher-Education Programs MARINA DEL REY****World Educational Links (WEL): Teaching toward a Global Community**

This paper describes a one-year pilot program providing a master's degree plus elementary or secondary teacher certification. Its mission is to prepare teachers for a diverse world, competent to confront and reconstruct practices and policies in the public school system and to advance self-transformation and systemic change toward equity and social justice. *Deborah Black, Keene State College; Judith Reed, Keene State College*

**Teacher Education as Persuasive Work**

This paper describes how redesigning our teacher-education program to work toward social justice required giving up grand narratives (development psychology, social constructivism, the provincial curriculum). We focused on reconstructing subjectivities through community-based field experiences, themed cross-disciplinary content courses, and viewing teacher education as persuasive practice. *Meredith Cherland, University of Regina, Canada*

**Grassroots Organizing for Equity in Education: Important Lessons for Teacher Education**

Drawing on a case study of fifty-two individuals working in inner-city schools and communities, this paper will present preliminary findings of a study that explores the ways in which the methods and strategies used by grassroots organizations dedicated to ensuring equity and social justice in public school education can inform and influence the work of teacher educators. *Sonia James-Wilson, University of Rochester*

**Service Learning and Teacher Education: Learning In, From, and For the Field**

This paper foregrounds one component of a service-learning project piloted in a teacher-education program in South Africa as part of a national research project. It argues that the "real world" experience of service learning promotes the emergence of teacher-education students as active social agents in society. *Nadine Petersen, Rand Afrikaans University, South Africa*

**3B. PANEL DISCUSSION. Recruiting and Retaining Diverse Teachers for Diverse Students Who Often Forget They are Brilliant MONTEREY**

This session features a panel of teachers on the challenges and successes of working with the diverse population of students in "special education" as well as other underprepared students. What is appealing and what makes the work impossible? What are some strategies for maintaining our sanity in a dysfunctional system? There will be ample time for sharing and brainstorming among the participants. *Judi Hirsch, Oakland Unified School District, Organizer*

**3C. WORKSHOP. Addressing Student-Held Beliefs Concerning Diversity: Lesson Ideas from a Rural College's Educational Studies Program SANTA BARBARA**

This workshop examines how one rural college addresses student-held beliefs concerning diversity in the educational studies program. Through the use of lessons that integrate case study, group dialogue, and self-reflective process, prospective teachers define the role of self and its affect on the processes of education. *Suzanne Katz, Ripon College*

**3D. WORKSHOP. Addressing Hate Crimes and Intolerance: Resources for Educators and Communities NEWPORT BEACH**

This workshop will (1) promote a dialogue between educators and civil-rights advocates on collective and divergent responses to hate crimes and intolerance, especially against Asian Pacific Americans, and (2) share resources and strategies to help teachers and students better address hate crimes and intolerance. *Ben de Guzman, National Asian Pacific American Legal Consortium*

**RECEPTION & VIDEO SCREENING (IRVINE)**

*The day ends with time to meet other conference participants in an informal setting. A special video on race, family, and HIV/AIDS from Frameline Distribution will be screened. Drinks will be available at a cashbar.*



**BREAKOUT SESSION #4**

- 4A. WORKSHOP. But Don't I Need a Parental Release? Bringing Anti-Homophobia Education Into the Public School System** **MARINA DEL REY**

This interactive workshop is designed to address concerns about and strategies for bringing anti-homophobia education into public school classrooms. The facilitators, representing GLIDE (Gays and Lesbians Initiating Dialogue for Equality) and the Los Angeles Unified School District, will share their successes and challenges, and offer a sample workshop. *Michael Eselun and Judy Chiasson, GLIDE*

- 4B. WORKSHOP. Thinking About Curriculum and Pedagogy that Prepare Educators to Work in Diverse Classrooms** **MONTEREY**

This workshop will demonstrate curriculum and pedagogy that prepare teachers to work in diverse classrooms. Theory and research will be presented along with opportunities for small-group dialogue and hands-on experiences. Sharing of participants' ideas and experiences will be welcomed. *Kathleen Wolf, New Mexico State University*

- 4C. WORKSHOP. CLMER's Standards-Based Professional Development for Teachers of English Learners: Differentiated ELD Instruction** **SANTA BARBARA**

This hands-on workshop will provide an overview of a professional development program whose focus is the standards-based differentiation of ELD instruction. Participants will apply ELD standards in the design of thematic units of instruction, assessments, classroom groupings, and lesson designs. *Adel Nadeau and Peggy Morrison, Center for Language Minority Education and Research*

- 4D. PAPER PRESENTATIONS. Teaching in the U.S. after September 11, 2001** **SANTA CLARA**

**What Do I Do Now? A Personal Approach to Developing a Theme-Based Curriculum in an American Public Elementary School after 9/11/01**

Using methods of narrative inquiry and ethnographic case study, this paper describes the author's personal and professional responses to how, in the context of working with his children's school, the events of 9/11/01 influenced his definitions of activism and anti-oppressive education. *Tom Griggs, University of Northern Colorado*

**In the Trenches Called the Classroom: Teaching the Poetry of Palestinian American Writer, Suheir Hammad**

This mini-workshop addresses Hammad's poems about 9/11 and the war in Iraq, and the ways they can create a platform to contend with the impact of U.S. domestic and foreign policy on the racialized bodies of the "Other." How might educators respond to the tensions that arise when teaching these poems? *Nina Ha, Ohio State University*

- 4E. PAPER PRESENTATIONS. Activist Teachers & Teacher Educators in CA** **NEWPORT BEACH**

**Urban Education Isolation: The Effects of Legislation and Policy Changes**

This paper provides a brief historical review of how legislation and policy changes impacted an urban school in Oakland, California. The goal is to demystify bureaucracy and to assist school administrators, educators involved in teacher preparation, parents, and social leaders in forming multicultural community partnerships. *Linda Turner Bynoe, California State University, Monterey Bay; Joyce Foster Jorden, Elmhurst Middle School*

**Career Trajectories of Urban Social Justice Educators**

How are the identities, work, and journeys of long-term, engaged teachers produced through their participation within the structures of schools, the landscape of the city, and the political economic, and social struggles and transformations of their time? This paper is based on oral histories with twenty teachers in the San Francisco Unified School District. *Ingrid Seyer-Ochi and Kathryn Young, University of California, Berkeley*

**Activist Teachers and the Standards Movement**

This paper shows how eight teachers who are committed to activist multicultural teaching are working with curriculum, and how California's standards are impacting what they do. The teachers show possibilities for creative resistance as well as struggles that activist teachers are having in the context of California's standards movement. *Christine Sleeter, California State University, Monterey Bay*

**Social Justice is Not a Spectator Sport**

This paper describes how members of Chapman's School of Education have been engaging in such issues as: applying the pedagogy of Paulo Freire to their classrooms, authority relationships, course requirements, processes and organization, student resistance, and assessment of student work. *Tom Wilson, Suzanne Soohoo, Dawn Hunter, Donna Cucunato, Anaida Colon-Muniz, Don Cardinal, and Penny Bryan, Chapman University*

**BREAKOUT SESSION #5****5A. PAPER PRESENTATIONS. Addressing Margins in Teacher Education MARINA DEL REY****Redefining the Concept of Excellence to Include Diversity**

This paper demonstrates that barriers to recruiting and retaining diverse populations in schools and teacher-education programs cannot be resolved until the concept of excellence is redefined. It will describe how one group of professionals is challenging the traditional concept of excellence. *JuanCarlos Arauz and Karie Mize, University of San Francisco*

**Teacher Education as Location, Geography, and Melancholy**

This paper explores what it means to locate oneself in and with a geography of learning as it pertains to notions of "place-based" identity. Using vignettes from teacher-education classes, it presents what it looks like to create and be a part of new representations and alternative practices in Canadian spaces. *S. Nombuso Dlamini, University of Windsor, Canada*

**Teacher Biography and Work Context: Creation of the Teaching Experience**

This paper presents an analysis of how one teacher's biography--her race, ethnicity, gender, age, and socioeconomic class--in conjunction with the teaching context, influenced her orientation toward and teaching of a graduate education course, her students' perceptions of her teaching, and their intellectual and social experiences in the course. *Alison Skerrett, Boston College*

**Institutional Adaptation for Social Difference in Teacher Education**

This paper analyzes a Canadian teacher-education program's growth--through reactive, strategic, and adaptive stages--as it worked to become more equity-oriented, diverse, and socially just. It examines the challenges of moving from traditional to progressive recruitment and curriculum practices, and of opening the door to groups that have been historically excluded from the teaching profession. *R. Patrick Solomon, York University, Canada*

**5B. WORKSHOP. Integrating Lessons on Homophobia and Heterosexism into Teacher Preparation Programs: One Professor's Journey MONTEREY**

This workshop explores the personal and professional journey that led a heterosexual professor at a conservative state university to integrate lessons on homophobia and heterosexism into undergraduate and graduate pre-service coursework in early childhood education (birth through grade three). The session includes video clips, children's books, and experience sharing among participants. *Randi B. Wolfe, Northern Illinois University*

**5C. WORKSHOP. Extending the Classroom to the Community: Students and Teachers Making a Difference SANTA BARBARA**

This workshop will provide teachers with resources and strategies to connect their classrooms to the community through social justice activities and projects. Content area teachers will learn how they can empower students by helping them to see they can make a difference in other people's lives. Participants will discuss how the environment, homelessness, child abuse, and other concerns can be integrated into curricula. *Jody N. Polleck, New York University*

**5D. WORKSHOP. Losing Ourselves in Our Work: Interrogating Peer-Based Anti-Homophobia Education in Toronto SANTA CLARA**

Using activities and the participants' and facilitator's knowledge, this interactive workshop will explore key strategies, difficulties, and possibilities for queer youth who are marginalized in multiple ways to do anti-homophobia work in schools. It will also look at how allies can support people whose lives and identities are often lost in this work. *jamie t.s. berrigan, Ontario Institute for Studies in Education, University of Toronto, Canada*

**5E. PANEL DISCUSSION. Fostering Communication and Collaboration among Educational Organizations in California NEWPORT BEACH**

Representatives from the leading progressive activist organizations in California gather to discuss their initiatives around education and teacher education, and possible avenues for collaboration. *Renato Almanzor, Bay Area Coalition for Equitable Schools; Janelle Ishida, Californians for Justice; Tammy Johnson, Applied Research Center; Vicki LaBoskey, California Council on Teacher Education; Susan Sandler, Justice Matters Institute; Margarita Berta-Avila, California State University, Sacramento, Organizer*

**BROWNBAG SESSION (NEWPORT BEACH)****Meeting of the Alliance for Progressive Teacher Education in California (APTEC)**

This session will continue the dialog from the panel discussion on "Fostering Communication and Collaboration among Educational Organizations in California," and will focus on developing a collaborative project on teacher education reform. Everyone interested in progressive educational changes in California is encouraged to attend.

**BREAKOUT SESSION #6**

**6A. PANEL DISCUSSION. *Contra la corriente: A Critical Approach to Preparing Pre-Service K-12 Teachers to Work with Culturally/Linguistically Different Students Post-SB2042* MARINA DEL REY**

This panel will detail the efforts of the Bilingual/Multicultural Education Department at CSUS to prepare pre-service K-12 teachers of color to work with English learners, including its focus on a social justice and equity pedagogy and the recruitment and graduation of approximately 90 K-12 "minority" teacher candidates per year with emphases in Spanish, Hmong, and various other South East Asian languages. *Jose Cintron, Adele Arellano, Adriana Echandia, Alberto Lozano, California State University Sacramento*

**6B. PAPER PRESENTATIONS. *Troubling Issues in Education* MONTEREY**

***Education Policy: Issues Affecting Lesbian, Gay, Bisexual, and Transgender Youth***

The No Child Left Behind Act of 2001 includes a number of provisions that either ignore the existence of lesbian, gay, bisexual, and transgender youth, or foster an environment that is even more hostile. This presentation gives an overview of "Education Policy," the first publication to comprehensively analyze its impact on LGBT youth in U.S. public schools. *Jason Cianciotto, Policy Institute, National Gay and Lesbian Task Force*

***Disconnection in Teacher-Student Communication: Perpetuating Social Injustice, Inequity, and Hate of Others through Preservice Training***

Far too many educators are unprepared to engage their students in authentic dialog. This paper examines the tendency of educators to maintain a safe emotional distance from their students and from critical social issues. *B. Lara Lee, University of North Carolina, Greensboro*

**6C. WORKSHOP. *Valuing Emotion and Spirit in Teaching about Race & Ethnicity* SANTA BARBARA**

How can students begin to understand their historical and current places within the imbalanced power relations that enmesh them? This workshop examines the notion that, only by examining race and ethnicity within pedagogies that reintegrate the body, emotions, and spirit with the intellect is deep understanding and transformation in worldview possible. *Judy Helfand, IMPACT Training, and Santa Rosa Junior College*

**6D. PAPER PRESENTATIONS. *When Educators Collaborate* SANTA CLARA**

***Journey towards Social Justice: A Teacher Educators' Colloquium***

Ten members of George Washington University's Teacher Education Department spent the past year immersed in a colloquium on what socially-just teaching looks like across courses and programs, and how to assess the development of social justice in pre-service teachers. This paper describes our journey towards preparing socially just educators. *Jocelyn Glazier and Pam Leconte, George Washington University*

***Teachers Tell Their Stories: What Counts as Ethical Practice in Our Profession?***

This paper describes a research project involving members of the Indiana English Teachers Collaborative, a network of teacher-researchers committed to enacting and promoting social justice in the classroom and community. It will explore ethical dilemmas, as when working towards social justice elicited formal and informal repercussions. *Mary Beth Hines, Indiana University; Sarah Erb, Aurora Alternative High School*

**RECEPTION & SILENT AUCTION (IRVINE)**

Once again, the day ends with time to meet other conference participants in an informal setting. Light YUMMY refreshments will be provided, and winners of the silent auction will be announced. All proceeds from the Silent Auction will help to fund the scholarships and other forms of assistance provided to conference participants in financial need.

**Fabulous Donations Include:**

*Gift Baskets from Big Island Candies and from family in Hawai'i*

*Gift Certificate from Keli's Maui Guest House*

*Original Artwork and Award-Winning Books*

*Educational Videos from Firelight Media*

*Frameline Distribution*

*National Film Board of Canada*

*Paper Tiger Television*

**BREAKOUT SESSION #7****7A. WORKSHOP. Quantitative Literacy for Social Justice****MARINA DEL REY**

In this workshop, participants will learn how to better prepare K-12 students to be quantitatively literate in today's information age. They will receive useful handouts and engage in discussions and cross-curricular activities designed for applying and reflecting on the critical role of essential mathematics skills in achieving greater social justice. *Heidi J. Higgins, Janet Frost Corbin, and Lynda R. Wiest, University of Nevada, Reno*

**7B. PANEL DISCUSSION. Riding the Waves or Resisting the Tide?: Current Efforts to Create/Maintain Public Schools and Teacher-Education Classrooms as Critical, Multicultural, Anti-Racist Spaces****MONTEREY**

This workshop examines how current policy mandates are reproducing socio-economic and racial hierarchies. Participants will share stories of transforming curriculum to be more culturally responsive to students' needs, and will dialogue about how to create critical, multicultural, anti-racist spaces that promote equality and social justice. *Virginia Lea, Sonoma State University; Elena Featherston, Featherston and Associates; and Others*

**7C. WORKSHOP. Snakes and Ladders: Ethnographic Play Reading on Anti-Homophobia Education****SANTA BARBARA**

This workshop will involve a collective reading and discussion of a new play, "Snakes and Ladders," that was written based on findings from an ethnographic research study of the ways four public schools in Toronto have begun to implement their school board's groundbreaking anti-homophobia policy. *Tara Goldstein, Ontario Institute for Studies in Education, University of Toronto, Canada*

*Need a bite to eat?*

*A light breakfast is available  
until 11:15 in the Irvine Room.*

*Snacks are available all day  
at the Registration Table.*

**SUNDAY, JULY 25**

**11:15 - 12:45**

**BREAKOUT SESSION #8**

**8A. WORKSHOP. Homophobia and Heterosexism Discussion Starters for Tempering the Conversation for Social Justice** **MARINA DEL REY**

This workshop will engage participants in interactive activities and discussion about heterosexism and homophobia, including effective communication guidelines, the process of learning heterosexism/homophobia, commonly used terms, personal actions toward social justice, and the importance of awareness and sensitivity. Resources will be distributed. *Pamela A. Taylor, Seattle University*

**8B. PAPER PRESENTATIONS. Critical Perspectives on Race in Education** **MONTEREY**

**Negotiating "Double-speak" in a "Triple-speak" Course**

This paper reflects on teaching an undergraduate cross-cultural education course where students were attempting to code-switch between their home language, standard English, and academes. Half of the students were Asian and Pacific Islander, and half were first-generation, ESL students. *Jean Ishibashi, San Francisco State University*

**Beyond Black and White: Toward a Critical Perspective on "Race," Globalization, and Education**

This era of globalization, forced migration, and neo-liberal capitalism requires reconceptualizing race and racism. This paper argues that educators and activists must move beyond binaries of black and white and develop a critical discourse on racism that takes into account its new and subtle manifestations at the local and global level. *Gina Wang, University of British Columbia, Canada*

**8C. PAPER PRESENTATIONS. Addressing Students with Special Needs in International Contexts** **SANTA BARBARA**

**Responding to a School Community's Information and Communication Technology (ICT) Needs in a Service-Learning Program for Learners with Special Needs**

This paper examines student teachers' knowledge-making experiences in a service-learning project in urban South Africa. The project aims to assist teachers in a school for learners with special needs with the design and implementation of an ICT curriculum that will be custom designed for the socially excluded students, who hail from previously racially segregated living areas. *Rabaitse Diseko, Rand Afrikaans University, South Africa*

**Teacher Educators in Malawi: Vehicles of Change for Girls with Disabilities**

This paper explores issues surrounding the preparation of teachers to teach girls with disabilities in Malawi, and in particular, the "hidden agendas" of educational practices for disadvantaged groups. It will discuss institutional, social, cultural, political, and gender barriers in relation to changes in "best" educational practices. *Nancy J. Lubeski, Michigan State University*

**BREAKOUT SESSION #9****7A. WORKSHOP. (En)Gendering Educators: Gender Ideologies and Education** **MARINA DEL REY**

This workshop will examine the impact of gender stereotyping on students' interest levels, self-esteem, and future life choices. Participants will examine a film flip with gender non-conforming children, as well as children's books with positive gender images, and discuss such themes as bullying, gender inclusion, and acceptance of others. *Sherrie Carinci, California State University, Sacramento*

**9B. WORKSHOP. The San Francisco Unified School District's Approach to Creating Safe Schools** **MONTEREY**

The SFUSD Support Services for Sexual Minority Youth program has been in existence for fourteen years. This interactive workshop will provide a history and overview of the K-12 program, as well as the challenges and successes faced in recent years. The participants will have the opportunity to discuss issues in their own work with queer youth, as well as identify strategies to overcome challenges. *Olivia Higgins, San Francisco Unified School District*

**9C. WORKSHOP. Poetry and Spoken Word as Critical Pedagogical Tools: An Anti-Oppressive Approach to Teaching** **SANTA BARBARA**

This workshop presents poetry and spoken word as critical teaching tools that can be employed to foster critical consciousness, dialogue, and action in and outside of the classroom. We demonstrate that in writing, reading, and sharing poetry, students and teachers are able to "name" their world in an anti-oppressive manner. *Denise Pacheco, Shiv Desai, and Tyson Marsh, University of California, Los Angeles*

**9D. PAPER PRESENTATIONS. Resistance among Student Teachers** **SANTA CLARA****Critical Perspectives in Teacher Education: Issues, Dilemmas, and Challenges of Pre-Service Teacher Candidates Trying to Negotiate a Critical Teaching Practice**

This paper examines the practicum classroom as a site of struggle and activism, and investigates some of the challenges faced by pre-service teachers trying to negotiate a critical, inclusionary space in the curriculum and the resulting consequences of taking up a critical teaching practice. *Andrew M.A. Allen, University of Windsor, Canada*

**When Democracy Flares Up: Dealing with Resistance to Teaching Democratically**

This paper examines student responses to democratic practices in secondary social studies and language arts methods classes. Through case study and cross-case comparison, it describes attitudes of both acceptance of and resistance to opportunities for deep and disciplined inquiry and power sharing. It then discusses implications for curriculum development. *Nancy C. Patterson, Bowling Green State University*

**"Reading Myself Between the Lines": White Teachers Engaging in Critical Self-Reflection in a Teacher-Education Course**

While white teachers are often painted as resistant to meaningful and critical reflection about their own biases and the relationship between their perspectives and their pedagogy, the author has seen that they are able to do so when provided with a safe, challenging, structured, and validating learning environment. This paper describes their learning process and offers recommendations for teacher education. *Sharon M. Ravitch, Arcadia University*

**POST-CONFERENCE MEETING (MARINA DEL REY)****Lobbying and Communicating with Legislators and Policy Makers in California**

*This post-conference workshop introduces participants to the legislative and policy-making process and ways to get your voice heard. Participants learn five insider tips on communicating and collaborating with legislators and policy makers, including both short-term and long-term strategies. Participants will also discuss the future of APTEC, an alliance of individuals interested in working towards progressive change in California's teacher education system. All are welcome and encouraged to join. Presented by Kevin Kumashiro, Center for Anti-Oppressive Education.*