

THE CENTER FOR ANTI-OPPRESSIVE EDUCATION

welcomes you to the



***4th INTERNATIONAL CONFERENCE ON
TEACHER EDUCATION & SOCIAL JUSTICE***

University of Illinois-Chicago, Illinois, U.S.A.

12-14 January 2007

Welcome Letter from the Conference Organizer

Dear Participant:

Welcome to the 4th 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.

What does it mean to prepare teachers to teach toward social justice? 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.

This conference offers 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 presentations by more than one hundred educators from around the world.

Some notes:

- Please wear your Conference Badge at all times.
- Please do not use audio or visual recording devices without permission from the conference organizer.
- 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.
- Please spread yourselves around so that every session has a full turnout.
- If you need assistance, please come to the Registration Table (L285 on Friday, 3233 on Saturday and Sunday).

I wish to acknowledge and thank the University of Illinois-Chicago, College of Education for hosting this conference, as well as my UIC colleagues for their support, including Dean Victoria Chou, Loretta Foote Casey, James Rowan, Judy Prince, Yam Hoon Lim, Linda Kim, the authors in Friday's booksigning, and others whom I may be forgetting (sorry!). I am grateful to the many volunteers who are helping to staff this conference, including Carolyn Leung, Noah Rubin, Ann Schulte, Una Delic, Max Bjornson, and Eli Tucker-Raymond, as well as the many organizations that provided resources and materials, including Teaching for Change, Rethinking Schools, and youTHink. I especially wish to thank all of you, the presenters and participants, who are making this event possible.

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 in education.

With best wishes,

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



Center for Anti-Oppressive Education

Founded in 2002, 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.

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<http://antioppressiveeducation.org>

SCHEDULE AT-A-GLANCE

Friday, January 12

12:00	Registration Begins
12:30 – 2:00	Breakout Session #1
2:15 – 3:45	Breakout Session #2
4:00 – 5:00	Opening Plenary Session
5:00 – 7:00	Booksigning and Networking Reception (<i>L285 Foyer</i>)

Saturday, January 13

8:30 – 9:00	Refreshments (<i>Room 3233</i>)
8:30 – 5:00	Booksale (<i>Room 3233</i>)
9:00 – 10:30	Breakout Session #3
10:45 – 12:15	Breakout Session #4
12:15 – 1:45	Lunch (<i>on your own</i>)
1:45 – 3:15	Breakout Session #5
3:30 – 5:00	Breakout Session #6

Sunday, January 14

8:30 – 9:00	Refreshments (<i>Room 3233</i>)
8:30 – 12:30	Booksale (<i>Room 3233</i>)
9:00 – 10:30	Breakout Session #7
10:45 – 12:15	Breakout Session #8
12:15 – 2:00	Lunch (<i>on your own</i>)
2:00 – 5:00	Post-Conference Workshop on Publishing

1A Research Presentations: Examining the Experiences of Student Teachers**Room 3233****Perceptions of Social Justice among Selected Pre-Service Teachers in Abeokuta, South West Nigeria**

This investigation explores perceptions of social justice among pre-service teachers in Abeokuta. The core questions are: how do these teachers perceive social justice, what is the status of social studies in teacher-preparation curriculum, and how do these teachers think that they can successfully teach social studies when they get to their field. This study has significant implication for teacher education in recently demilitarized and democratized third world countries, and for the standards prescribed for teacher training colleges in Nigeria. (Noah Adewale, Lagos State University at Ojo, Nigeria)

Incongruous Multicultural Education and Implications for Effectively Imparting the Social Justice Ideal

It is within multicultural education courses that most pre-service teachers are exposed to ideals of social justice. Pre-service teachers indicate a growing familiarity with diverse microcultures because of these courses, however, the evidence also reveals a corresponding attitudinal resistance to valuing multicultural education. This paper presents a systematic review and interpretation of this evidence, and examines implications for more effectively imparting the principles of social justice. (Sheron Fraser-Burgess & Mervin E. Chisholm, Ball State University)

Transformative Teacher Education: Constructing Conscientization

This study found that 35% of participating teacher candidates reported experiencing transformative learning as a result of coursework, interaction with peers outside of the classroom, and cross-cultural field experiences. Transformative learning experiences had powerful effects on participants' self awareness, openness to other viewpoints, critical reflection, and emotional capability to change. This study concludes by offering and explaining a synthesized Transformative Learning Theory of Action and Assessment. (Daniel J. Glisczinski, University of Minnesota at Duluth)

The Unexamined Whiteness of Teaching: Will the Cycle be Unbroken?

This study explored how white pre-service teachers' identities and life experiences influenced their understandings of urban communities and students of color, and how they negotiated these understandings when challenged through a course on multicultural education in their teacher education program. The participants responded by relying on multiple "tools of whiteness" designed to protect and maintain their hegemonic understandings. Although they often remained complicit, they sometimes changed. (Bree Picower, New York University)

1B Research Presentations: Understanding Diversity and Difference in Schools**Room 3427****Leaving LGBT Students Behind: Schools, Sexuality, and Rights**

For students whose sexuality is other than heterosexual or whose gender expression falls outside of what is considered the "norm," school is often a place full of violence, harassment, and hatred; a place where their individual and human rights are violated. This paper investigates the forces (e.g., religious right movement) that lead to these types of rights violations in public schools and present a model for how educators can negotiate the conflict and controversy that arise when trying to implement safe schools programs. (Stacey S. Horn, University of Illinois at Chicago)

Let Them Speak

This presentation provides practical methods, developed by African American, Native American, and Latino students in the arts that allowed them to bring their cultural epistemologies into the university classroom and use this frame as the foundation for university retention and success. The discussion and handouts will show how the students' methodologies can be used to design class curricula that allow for the inclusion of other forms of documentation and research. (Linda Piper Price, Institute of American Indian Arts)

The Influence of Selected Noncognitive Variables on the Academic Success of Urban Black High School Males

Urban Black high school males face burdensome challenges to their educational development. It is critical to analyze the influences or possible variables that help explain why some urban Black males are succeeding academically and others are not. This presentation examines which noncognitive variables (i.e., self-concept, self-appraisal, racism, goal setting, leadership, and community service) are the most influential in predicting academic success for urban Black high school males. (Leon Rouson, Norfolk State University)

How Can a Multicultural Education Class Help New Teachers to Dispel Their Own Stereotypes about Middle Eastern Cultures (Muslims and Arabs)?

This research focuses on a graduate multicultural education course, which attempts to explore teachers' prejudices and lack of information about minority groups in the United States, including Muslims and Arab Americans. Evidence suggests that educational activities with explicit focus on dimensions of diversity can foster both deepening awareness of personal biases and understanding of personal roles in ending institutional discrimination. (Michelle Y. Szpara, Long Island University at C.W. Post)

Creating a Place for Transformative Thinking and Action: Growing a Place-Based Curriculum

It is often difficult for teachers and students to find places of hope and possibility for creating a just and equitable world for all. This curriculum showcases how pre-service teachers develop a "sense of place" through the exploration of the universal basic needs of all humans. With the thoughtful exploration of culture, community, and ecology, pre-service teachers experience the transformation of a physical location to a respected place of belonging. This "sense of place" in the world becomes the catalyst for exploring social issues and activism. (Deborah Black, Keene State College)

Cultural Foundations of Education

As important as it is for teachers to learn practical tools and methods for teaching and connecting with students, it is equally important to gain a better understanding of the theoretical and ideological foundations upon which to make sense of these new tools. This course asks pre-service and practicing teachers to critically think about, and struggle to understand, themselves within the contexts of culture, race, class and gender, and in relation to your beliefs about teaching and learning. (Erica R. Davila, Arcadia University)

Preparing Socially Conscious Educators for a Diverse Society

This presentation examines two education foundation required classes, "The Teacher and the Social Order" and "Seminar in Socio-Cultural and Legal Issues in Education," and shares information about Woodring College of Education's Center for Educational Pluralism, as well as the new Journal of Educational Controversy. Reviewing the syllabi, readings, and assignments demonstrates how relevant connections to social justice issues and classrooms are incorporated into the pre-service teacher preparation program. (Christina M. Reagle, Western Washington University)

*Don't forget the
Opening Plenary, Booksigning,
and Networking Reception
this evening!*

FRIDAY, JANUARY 12

BREAKOUT SESSION #2

2:15-3:45

2A Research Presentations: Interrupting Initiatives from the Right

Room 3233

Complicity with Conservatism: The De-politicizing and Re-politicizing of Social Justice Education

This paper illustrates how transformative movements in education reflect a compassionate conservative consciousness, with tendencies to: focus exclusively on individual awareness while ignoring the need for systemic change; respect the diversity of "opinions" instead of insisting on the elimination of injustices; be so concerned with the comfort of privileged populations that authentic dialogue and action are never reached; endorse "experts" without critical analysis of their work; and implement programs that recycle hierarchies. (Paul C. Gorski, EdChange and Hamline University)

The War on Education

This paper is an account of the assault on education by the Christian Right aided by a right-wing administration. It also looks at the various methods utilized to discredit teachers and professors while cutting salaries and resources to schools. (Narges Niedzwiecki, Orange Coast College)

Don't Ask, Don't Tell: Private Practices, Public Educators, and the Lifestyle Problems in Accreditation and Certification

National and state agencies have accredited colleges that have curriculum that erases LGBT lives and reifies gender roles, or that have college-wide policies that actively require teacher-education candidates (and faculty and staff) at their institution to sign "pledges" or "covenants" that condemn any non-procreative sexual acts, specifically homosexual acts. This paper explores the relationships between the accrediting agencies, the role of private and public colleges to prepare teachers for a public function, and queers. (Therese Quinn, School of the Art Institute of Chicago)

Should "The Achievement Gap" be Our Target?: An Imperialist Look at NCLB

This paper looks at the ways in which a central power uses NCLB to colonize and stratify groups, ultimately for purposes of power and financial gain. The argument that NCLB could lead to the privatization of public education will be considered, as well as the way that this legislation excludes local culture, language, and customs in the service of the elite. Lessons from anti-colonial movements will be offered as means for public education supporters to combat these dangerous tendencies. (Sharon Radd, University of St. Thomas)

2B Curriculum Showcases: Central Questions in Educational Discourse**Room 3427****Interrogating the Purpose of Schooling**

This curriculum is designed to assist pre-service teachers in deconstructing what it means when they say that people go to school to learn “to be productive members of society.” What is productive? What is society? Who is left out? Whom does this serve? Students examine the reproduction of power relationships and the discourses that both perpetuate and are perpetuated by such dynamics in the context of schools. The presenter will also share one way that a former student integrated these questions into her fourth-grade dual-language classroom. (Kim Hackford-Peer, University of Utah)

Rethinking the Urban Crisis in Education

In this course, pre-service and masters-level students consider the political economy of urban development and decline over time--especially in education and housing--and at the same time study past and present struggles for social justice in New York City. The culminating assignment is to develop a "portrait" of a NYC school. Ultimately, the course is designed to help students think differently about the "urban crisis" and to re-imagine their role as teachers in urban schools. (Heather Lewis, Pratt Institute, & Bethany Rogers, The College of Staten Island, CUNY)

"What's This Book Doing in a Literacy Course?"

Preparing pre-service students to successfully teach literacy acquisition means preparing them to acknowledge their own biases regarding race, class, and “ability.” This showcase will engage in literacy strategies that are based on high expectations of all children, and in which all children have an equal voice. It will look at ways in which the book, *Why Are so Many Minority Students in Education?*, can be placed at the center of a literacy methods course. (Rachel Martin, Richard Stockton College of New Jersey)

2C Curriculum Showcases: Service Learning in Teacher Preparation**Room 3312****Service Learning as a Curriculum Component**

This presentation focuses on the outcomes of including a service-learning project into teacher education pre-service coursework. University and high school collaboration extends higher education into the community and enhances student learning. This project highlights the credibility of the students at the high school and the pre-service teachers who interact as teacher/tutors in the high school setting, and engages the students in the work of higher education even before they are on campus. (Eileen Quinn Knight & Tamara Korenmen, Saint Xavier University)

Developing Social Justice Consciousness through Service Learning and Reflection

This showcase includes several strategies for developing social justice consciousness. In an audio reflection assignment, students record their reactions to issues of justice and community at the beginning of the semester. In the Action Continuum exercise, students are invited to examine the actions they would take given different justice-oriented scenarios. Additionally, this showcase includes strategies for engaging students in community work in ways that work for social justice. (Pamela T. Motoike & Tania D. Mitchell, California State University at Monterey Bay)

FRIDAY, JANUARY 12**OPENING PLENARY SESSION****4:00-5:00****Room L285 (basement level)**

The Conference Organizer and the Director of CAO, Dr. Kevin K. Kumashiro, will welcome all participants and provide a context for this conference with a presentation on recent movements toward reforming teacher education in the United States. In particular, Dr. Kumashiro will analyze ways that both the Right and the Left have framed and reframed teaching and teacher education, and their implications for hindering and/or advancing equity and social justice in education. He begins by describing the national context of NCLB and two related policy initiatives from the Right: funding and the “65% solution”; and teacher certification and ABCTE. He argues that the success of these initiatives has much to do with the ways that the Right has framed them around particular notions of the family and family values. He then describes two initiatives from the Left and the ways they work at cross-purposes, particularly initiatives regarding the “achievement gap” and school “safety.” He argues that such initiatives advocate for underserved groups of students even while, ironically, calling for their assimilation, which legal scholarship reveals to be a demand inherent in much of civil rights law. He concludes with an extension of this analysis by looking at the assimilationist framing of prevailing conceptions of teacher quality and teacher education. He argues for a significant reframing of teaching and teacher education, and suggests implications for future research and practice.

Leading scholars in the field of education and social justice will be signing copies of some of their groundbreaking books:

William Ayers

Author of *Fugitive Days: A Memoir* (Beacon, 2001)
Author of *Teaching Toward Freedom* (Beacon, 2005)

Amanda E. Lewis

Author of *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities* (Rutgers, 2003)
Co-author of *Challenging Racism in Higher Education: Promoting Justice* (Rowman & Littlefield, 2005)

Kevin K. Kumashiro

Editor of *Troubling Intersections of Race and Sexuality* (Rowman & Littlefield, 2001)
Author of *Troubling Education: Queer Activism and Antioppressive Pedagogy* (Routledge, 2002)
Author of *Against Common Sense: Teaching and Learning Toward Social Justice* (Routledge, 2004)

Pauline Lipman

Author of *Race, Class, and Power in School Restructuring* (SUNY, 1998)
Author of *High Stakes Education: Inequality, Globalization, and Urban School Reform* (Routledge, 2003)

Larry Nucci

Author of *Education in the Moral Domain* (Cambridge University Press, 2001)

Larry Nucci/Stacey Horn

Editor of/Contributor to *Conflict, Contradiction and Contrarian Elements in Moral Development and Education* (LEA, 2004).
Co-Editor of/Contributor to *International Perspectives on Youth Conflict and Development* (Oxford University, 2006)

William Schubert

Co-author of *Curriculum Books: The First Hundred Years, 2nd Edition* (Peter Lang, 2002)
Co-author of *Turning Points in Curriculum: A Contemporary American Memoir, Revised Edition* (Pearsons, 2006)

William H. Watkins

Author of *The White Architects of Black Education* (Teachers College, 2001)
Editor of *Black Protest Thought and Education* (Peter Lang, 2005)

Enjoy light refreshments and meet the other fabulous conference participants!

Teaching For Change and Rethinking Schools
will host a full book display and sale
in room 3233 on
Saturday 8:30-5:00 and Sunday 8:30-12:30.

Come early for light refreshments
and get a head start in perusing the Resources Tables and the Booksale!

3A Research Presentations: Curricula and Programs for Addressing Diversity among K-12 Students Room 3427

Blowing Up the Canon: Assisting Students in Developing a Critical Lens

The presenters explain the process by which a canonical curriculum is created and how the label perpetuates racist and classist notions in secondary literature classes. The presentation exposes the literary value of “Always Running” and how this work can develop high school students’ social and academic consciousness. The presentation also explains what critical theory is and how it is useful in all secondary English class settings. (William McHenry & Raymond Salazar, Jones College Preparatory High School)

The Impact of Mentoring and the Peer Management Strategies of Upwardly Mobile High School Students

This paper examines the impact of mentoring on low-income students that, when successful, results in a transformation from a community-based identity to a more individualistic sense of self. Teachers are central to the success of mentoring and to the process of upward mobility. This process is examined in an integrative way, including how mentored students manage relations with peers in high school to maintain upward mobility. (Fred Muskal, University of the Pacific)

The Teacher, Teacher Education and Curriculum Design for Social Justice

The teacher occupies a major position in the implementation of curriculum that advances peace, stability, and progress in society. Social justice can be infused into society through curriculum reforms. The thrust of this presentation is to examine the place of the teacher, teacher education, and curriculum designs for social justice. (Henry Adewale Odunayo, Adeniran Ogunsanya College of Education, Nigeria)

3B Curriculum Showcases: Using Technology in Teacher Preparation Room 3312

Preparing Teachers to Teach towards Social Justice: Assignments for First Semester Pre-service Teachers

This curriculum challenges the position of many entering undergraduate students that it is too early for them to engage in social justice work or activism. The “individual blog” assignment addresses ten things they can do to become activist teachers. The grant proposal project identifies needs in real schools and classrooms, and economically feasible and sustainable projects that promote some aspect of tolerance education. The “course wiki” compiles resources on social justice or multiculturalism. (Shari Saunders, University of Michigan at Ann Arbor)

Open for Discussion: Using Online Technology to Extend Classroom Conversation

This action research project on an education course titled Democracy and Public Schooling in America examines the level of student interest in and effectiveness of a required, ongoing electronic bulletin board discussion as a supplement to class discussions. This presentation provides information about the course assignment, the feedback from students, and the observations of the instructor. (Ann Schulte, California State University at Chico)

3C Curriculum Showcases: Innovative Program Content, Design, and Evaluation Room 3008

Working Toward Equity through Standards-Based Field Experiences

This showcase features a standards-based rubric that can be used to monitor and support the effectiveness of a teacher candidate in a field setting. Two guiding questions in developing the instrument were: Is the teacher candidate attentive to learners’ social, cultural, and personal histories, and, How well does the teacher candidate understand how individual experiences as well as language, culture, family and community values influence learning? (Margaret J. Finders, Jon Davies, Barbara Gander, Jeanne Danneker, & Tracy Caravella, University of Wisconsin at La Crosse)

Drawing on Transformative Experiences in Anti-Oppressive Teacher Education

World Educational Links (WEL) is an innovative one-year graduate and certification program that incorporates an intensive yearlong internship and integrates teacher education with social activism. The transformative effects of the program on participants is fostered and also examined through a tool involving the drawing of a metaphorical image depicting one’s relationship with the wider society. This drawing activity will be showcased as both teaching tool and documentation of self-transformation. (Judith Reed, Keene State University)

CASEL’s Implementation Toolkit and Selection Guide for Social and Emotional Learning Programming

Social and emotional learning refers to the process through which people learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, handle conflict, and avoid negative behaviors. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed a series of guides for schools, including Sustainable Schoolwide Social and Emotional Learning, and Safe and Sound. (Manolya Tanyu, Jennifer Axelrod, & Mary Utne O’Brien, University of Illinois at Chicago)

4A Research Presentations: Collaborations between University and K-12 Educators**Room 3233****Collaborative Reforms: Exploring the Development of Community-Based University and School Partnerships**

The central questions of this presentation are, What hurdles, roadblocks, and/or challenges have you encountered as you have initiated and attempted to sustain your school-university relationships? What strategies and/or structures have you devised for overcoming these hurdles and for sustaining your work? This study identifies these barriers and effective strategies to address them. (Andrew Allen, Finney Cherian, & Yvette Daniel, University of Windsor, Canada)

A Cross-Institutional Dialogue about Social Justice: Four K-12 Educators and a Dissertator Sit at the Table

This paper discusses the benefits and limitations of a collaborative project that brought together four K-12 educators and a dissertator to discuss, study, and act on the potential power of "social justice." The teachers, who have diverse life histories and sociocultural group affiliations, teach different subject areas and grade levels. This paper will particularly address the ongoing tension between critical and functional literacy that emerged during the yearlong project. (Connie North, University of Wisconsin at Madison, & Lauren Lebwohl, Oregon Middle School)

Minimizing Practice: Academics, Teachers, and Power, Hierarchy, and Social Equity

Teacher education that presses teachers to think critically and deeply about their practice is disingenuous at best if it continues to marginalize teacher-generated wisdom and experience. This paper is the result of collaboration between an adjunct professor and a practicing teacher, who together build on colleagues' stories to challenge the currently inequitable nature of teacher training and development. (Sarada Hanumadass Weber, Jones College Preparatory High School, & Debra Miretzky, National Society for the Study of Education)

4B Curriculum Showcases: K-12 Curriculum for Thinking Globally**Room 3427****Teaching Social Justice through International Literature: Words Without Borders**

Words Without Borders (www.wordswithoutborders.org), the online journal in international literature in translation, is piloting an online educational initiative in global literature. The project provides themed units drawn from site content and including lesson plans with readings, background information, discussion questions, and writing prompts. In this showcase, an editor at Words Without Borders will introduce participants to the site, then take them through units on social justice and related topics and demonstrate their use in the classroom. (Susan Harris, Words Without Borders)

A Comprehensive Approach to Reducing Student Suspensions in an Elementary School

This presentation describes how one inner-city school in Toronto, Canada significantly reduced the number of student suspensions by implementing a series of initiatives throughout the school year. The presentation also describes the collaborative work of the Ontario Human Rights Commission and the Toronto District School Board and the impact of this work on school culture in the city. (Gary Kamino & Ryan Naidoo, Roselands Junior Public School, Canada)

The People Behind the Numbers: Exposing Overpopulation Myths as a Tool for Social Justice Education

This curriculum uses critical pedagogy to challenge students to think critically about national and international population, development, and environment issues. Using traditional thinking about "overpopulation" and its supposed connections to environmental degradation, hunger, and poverty as a starting place, teachers and students are encouraged to explore the complex causes of these social and environmental problems. Teachers are then asked to encourage students to put their knowledge to action by becoming an agent of social change. (Amy Oliver, Hampshire College)

4C Curriculum Showcases: The Power of Stories and Narration**Room 3312****Critical Narrative Essays: A Reflective Strategy for Preparing Teachers to be Champions of Social Justice**

This showcase highlights the ways in which narrative inquiry has strengthened and deepened the social justice education of pre- and in-service teacher education students. It shares ideas for incorporating narrative inquiry into teacher education coursework, samples of powerful student narrative work, and suggestions for ensuring that narrative inquiry digs beneath the "learning about culture" surface to explore deeper issues of equity, justice, oppression, and transformation. (Kelly Duffy, Vivian Johnson, & Robert Simmons III, Hamline University)

Multicultural Awareness: Language, Literature, and Activities for the Classroom

This showcase illustrates how language is implicated in perpetuating the status quo in the classroom and emphasizes the importance of language awareness for students, teachers, and others in the community of school. It illustrates how teachers can use multicultural literature in the classroom to inform and transform children's beliefs, understandings, and perceptions of diversity, and identifies criteria for the selection of multicultural literature. (Sandra Loughran, Dowling College, Katherine Schlicting, University of North Carolina at Wilmington, & Linda Fernsten, Dowling College)

Pedagogy and Classroom Dynamics: Teaching Positionality, Power, and Identity Intersections

This showcase engages in dialog about identity intersections and examines power dynamics within classrooms through three activities: experiencing the method of Telling Your Stories; examining a syllabus for Pedagogy and Classroom Dynamics, particularly regarding how to teach about such controversial issues as race, gender, and sexual orientation; and considering one's own positions of power in the classroom. (Mitsunori Misawa, University of Georgia)

Taking Action within a Five-Part Inquiry Infrastructure

This showcase describes an infrastructure for teaching that leads students through five parts: an opening experience, developing or designing an investigation or project, doing the investigation/project, taking action, and an archaeology of the skills and concepts that have been developed. "Taking Action" prepares pre- and in-service teachers to think of themselves and their students as actors in the world, and helps them to see how social change projects can dovetail effectively with standards-based instruction. (Peter Appelbaum, Arcadia University)

Action Research as a Tool for Change

Action research is a tool for reflecting in a way that is critical and engaged, and leads to action in the classroom that helps improve student learning. This showcase offers instruction and tools for teachers or pre-service teachers to engage in this kind of self-reflective research. Participants do journal writing, engage in discussion, and share tools and resources. (Sara Falls, Abraham Lincoln High School and San Francisco Education Fund)

Center for Urban Schooling: Social Justice and Teacher Education through Model Schools and Inner City Options

The new Center for Urban Schooling (CUS) at OISE/University of Toronto helps connect OISE/UT and inner city schools, young people, and communities. This showcase describes two programs developed through CUS: Model Schools for Inner Cities, which supports inner-city students in their quest to succeed in school, and Inner City Options, a teacher-preparation program that focuses on equity and social justice. (Jeff Kugler & Leslie Stewart Rose, Ontario Institute for Studies in Education/University of Toronto, Canada)

*Wondering where to go for lunch?
Check out the map of nearby restaurants
at the end of this program booklet.*

SATURDAY, JANUARY 13

BREAKOUT SESSION #5

1:45-3:15

5A Research Presentations: Experiences of K-12 Teachers

Room 3233

Becoming a Transformative Urban Teacher: Personalizing, Contextualizing, Problematizing, and Politicizing Teaching Practice

This presentation highlights case studies of two beginning urban teachers who developed a sense of efficacious and transformative practice, in part, through four critical tasks: personalizing, contextualizing, problematizing, and politicizing their teaching. Individual agency, in particular, a high degree of proactive behavior combined with strong commitments to children, to learning, to urban education, and to social change, contributed to effective engagement in these tasks and the development of transformative urban teaching. (Kelly Donnell, Roger Williams University)

A Case Study of a First-Generation Mexican Teacher's Culturally Comprehensive Knowledge and Self-Reflective Planning for Latino/a Mexican Elementary Students in a U.S. Midwestern School

This study reveals two concepts: accommodation planning (negotiating what the curricular mandates require the teacher to teach and what the teacher wants to teach according to his or her cultural comprehensive knowledge), and culturally positioned planning (defining who the teacher is and who the students are according to what experiences are included in the teacher's cultural comprehensive knowledge). (Alberto Lopez-Carrasquillo, Illinois School District U-46)

Understandings of Social Injustice in Teaching for Social Justice

This study investigates teachers' perceptions of teaching for social justice by relating their experiences of social injustice to pedagogical practices for social justice. Working with five teachers who are nominated as social justice educators by communities, it finds that experiential and empathic knowledge of social injustice is essential to teaching for social justice. In their teachings for social justice, they privilege historicity, positionality, lived experiences, and empathic anger. (Sung Choon Park, Ohio State University)

"Someone Should Know Where We're Going": Teacher Negotiation of Mandated Literacy Reform

This paper reports findings from a qualitative study of ways that urban elementary school teachers negotiated literacy instruction for ELL students in a climate of mandated, top-down reform, as when they accommodated to the Open Court curriculum. In spite of their accommodation, the teachers did find and create spaces for maneuvering through the mandates in order to bring their own knowledge and experience to their literacy work with students. (Elisa Salasin, University of California at Berkeley)

Educating for Social Justice and Progressivist Teacher Education: Are there Contradictions Here?

This year, the teacher education program at SFU made steps toward educating teachers to be social-justice minded. This paper explores such questions as: How can teaching for social justice be encouraged if we continue with the premise that teaching student teachers must, itself, be a progressive form of education? How forceful must teacher educators be when they hope to instill a dedication to social justice on the part of future teachers? Is it possible for future teachers to learn about teaching for social justice in an experiential way? (Charles Bingham, Simon Fraser University, Canada)

Revisiting "The Master's Tools": Troubling the Ideal of Cross-Cultural Teacher Education

This paper reflects on the author's experience co-teaching a mixed Aboriginal/non-Aboriginal teacher education class, especially the possibilities and impossibilities of minority student resistance in a wider teacher education culture that values speech over silence, compliance over conflict, and self-disclosure over keeping one's thoughts and feelings to oneself -- a context which too often leaves minority students bearing the burden of cross-cultural work at the expense of their own learning. (Ann Chinnery, Simon Fraser University, Canada)

Why Fiona has No Accent, and Other Mysteries: Using Pop Culture Stereotypes to Further a Social Justice Approach in Teacher Education

The ideology of neutrality often acts a shield, protecting against engagement with the contested nature of historical "truths," the multiplicity of social group experiences, and the political nature of all knowledge. This paper explores the utility of media curricula for querying the invisible social norms that underlie familiar, "neutral" representations of social groups. (Ozlem Sensoy, Simon Fraser University, Canada)

There is No Innocent Space: The Challenges of Building Coalitions in Pre-Service Teacher Education Classrooms

The traditional chiefs of the Okanagan people of British Columbia used to call for Enowkin from time to time, asking people to make a decision while realizing that each person came to the gathering with a different interest. This paper discusses responses of students in an undergraduate course on First Nations issues in education to the articulated goal of coalition work. It analyzes unequal social relations, racism, white skin privilege, and the normative practices to which pre-service teachers have access as Canadian citizens. (Dolores van der Wey, Simon Fraser University, Canada)

Changing Pre-Service Praxis through Aesthetic Pedagogy

Through applied theatre and drama education, this curriculum aims to engage pre-service teachers in a substantive model of dialectical and democratic teaching and learning. This showcase shares the unit outline, details of lectures, tutorials, and assessment tasks, as well as a key learning experience based on a visual text exploring post-colonialism in an Australian Context. (Sharon Hogan & Josephine Wise, Queensland University of Technology, Australia)

Adding Insult to Imagery?: Teaching, Censorship, and Mass Media

An exhibition at IUP, titled "Adding Insult to Imagery: Artistic Responses to Censorship and Mass-Media," featured artists from seven countries and was organized into three platforms: gallery work, video and film, and web-based work. This showcase discusses how the exhibition was used pedagogically on and off campus to develop dialogue among various groups and individuals. (Robert W. Sweeny, Indiana University of Pennsylvania, Xtine Hanson, California State University at Fullerton, & Heather Corbin, Indiana University of Pennsylvania)

Doing Democracy: Critical Multiculturalism and Social Justice for Teacher Preparation

This showcase describes, interprets, and demonstrates curriculum for a course for pre-service art teachers, Doing Democracy, which addresses historical, ideological, and economic influences of white supremacy, capitalism, and patriarchy on democracy, public life, and schooling. In this course, theories and practices of different forms of multiculturalism, including conservative, plural, liberal, and critical, are contextualized with issues of racism, classism, sexism, heterosexism, ablism, whiteness, and war. (Kevin M. Tavin, Ohio State University)

6A Research Presentations: Troubling Categories of Diverse K-12 Students**Room 3427****Rising above Social Injustice**

Special education practices perpetuate social injustice. Utilizing auto-ethnography, this presentation conveys both theoretically and personally the consequences of being a recipient of special education as an African American student, and reveals how the race-based special education system harms students emotionally and educationally. (Audrey Cuff, Fielding University)

Troubling the Troubles of Black Male Students in Urban Schools

This paper analyzes why gay and gender non-conforming Black male students in a California urban community opt to participate in some school programs and not others, and shows how the choice not to participate in certain college-prep extracurricular programs and instead to affiliate with programs that foster a sense of identity and place lead them to eschew the resources needed for higher education. An “intersectional” lens is proposed for developing comprehensive interventions. (Lance T. McCreedy, Ontario Institute for Studies in Education/University of Toronto, Canada)

Deconstructing Personal Hurdles through Installation Art

Inspired by the theories of logotherapy and engaged pedagogy, this presentation describes an art unit aimed at personal meaning creation and community building for students with severe emotional and behavioral disorders. Through a process of problem posing and self-disclosure, students deconstruct the larger social, political, and personal challenges standing in the way of their dreams and create a collaborative installation that spoke to their joint vision of the future. (Irina Zadov, School of the Art Institute of Chicago)

6B Curriculum Showcases: Lessons and Courses for Student Teachers on Diversity**Room 3312****Starting the Dialogue about Race and Social Justice**

This summer session for pre-service teachers entering a year-long MAT program aims at raising awareness about diversity and multicultural issues and focuses on beginning an ongoing dialogue about the role of the teacher in working toward social justice. Activities include a “family tree” schematic, “race awareness” timeline, “privilege walk” exercise, and scenarios. (Bil Johnson, Brown University)

Lessons, Activities, and Curricular Resources for Teacher Preparation

This showcase highlights lessons, activities, and other curricular resources used successfully in undergraduate teacher preparation courses. The focus will be on preparing teachers and administrators to discover their own biases and multiple identities, understand dominant and subordinate power relations in society, effectively educate students from diverse backgrounds, work with and respect the needs of diverse families, and become an ally and advocate for all students. (Ian K. Macgillivray, James Madison University)

A Different Diversity: Honoring the Diversity of Ideas

This showcase demonstrates curriculum and instructional techniques for the education of pre-service teachers. Some of the techniques modeled and described are: teaching students to conduct and analyze clinical interviews of their students solving problems; incorporating Think Aloud Pair Problem Solving into classroom pedagogy; experimenting with alternative assessments including group exams and oral exams; and evaluating the use and misuse of grades for student motivation. (Ronald Narode, Portland State University)

6C Curriculum Showcases: Preparing Teachers to Teach for Democracy**Room 3008****Teaching Democracy and Global Issues in Isolationist, Patriotic Times**

“Global Issues and Democracy in Education” is a teacher-education course that explores multicultural education in the context of global and democratic perspectives, and relies heavily on current events to inform class discussions and student work. This showcase provides the course syllabus, assignment descriptions, and other resources. The presenters will discuss the process of co-constructing the course and the experience of team-teaching it. (Sybil Durand and Bruce Parker, Purdue University)

The Journey Continues Beyond Teacher Preparation: A Commitment in Curricular Design and Learning Opportunities for Practicing PK-12 Teachers to Teach Toward Social Justice

This showcase highlights the content, objectives, learning goals, and resources used in UW-La Crosse’s two-year professional development program to help teachers understand their role as educational leaders in promoting equity in all classrooms. Additionally, the session describes a conference for students and faculty on “Schooling for a Democratic Society.” (Teri Staloch, University of Wisconsin at La Crosse)

Come early for light refreshments

*and get a head start on the last day to get invaluable resources at the
Booksale by Teaching For Change and Rethinking Schools*

7A Research Presentations: Re-Conceptualizing the Social Context of Education

Room 3427

Non-Native Speakers and the Importance of Voice in Western Academic Writing

Non-native speakers of English often have difficulty knowing what it means to “express themselves.” Establishing a cultural “starting point” for each student can be accomplished through a questionnaire or writing assignment. This paper describes how, as instructors become more capable of teaching how to integrate unique voices into an “English academic style” of writing, students will not feel as if they have to change themselves, their positions, and/or their outlooks on life to conform to western standards. (Kathleen Alexander, Gonzaga University)

The Right, the Left, the Absurd, & the Meaningful: Personal Narratives on Illegal Immigration & Social Injustice

Students as well as educators might have personal experiences of illegal immigration. This paper presents stories of illegal immigration that unravel complexities at the psychological and institutional levels. What are the hidden dimensions of immigration laws and policies and how do they affect educational institutions and the people who represent and inhabit them? How do individual teachers make choices when their legal situation is at stake? (Antonina Lukenchuk, National-Louis University)

Reframing Law and Order: Making Prison Expansion an Educational Issue

In the 1990s, select schools in the U.S. came to look more like prisons, applying the same disciplinary and surveillance technologies and using the same language, “pedagogies,” and philosophies. As this paper argues, the impacts of enforcing this criminal justice model on schools range from the level of individual teachers, students, and classrooms, to the disproportionate and alarming detention, special education, dropout, and incarceration rates of youth of color. (Karen Benita Reyes, University of Illinois at Chicago, & Erica R. Meiners, Northeastern Illinois University)

7B Curriculum Showcases: Popular Culture and Critical Media Literacy

Room 3312

From West Coast Streets to West Bank Beats: Understanding Imperialism and Struggle through Global Hip Hop

This curriculum for the pre-collegiate classroom utilizes Hip Hop videos from the United States, Cuba, and Palestine to engage students and educators in comparing and contrasting current global realities, while scaffolding historical content and context. Through lyric and image analysis, questions are raised about race and gender representations in the media. Educators will be challenged to create curriculum that allow youth to not only think for themselves, but also speak for themselves. (Mark Gonzales, Human Writes Project and Jordan High School)

Beyond the Picture Frame: Images and Identity in a Racialized Context

This presentation will critically examine historical and contemporary photo-based works, with a particular focus on the role of images in the formation and performance of racial and national identities. The presenters will lead participants in critical viewing and response exercises concerned with visual expressions of race and “Americanness,” and will discuss techniques and models for oppositional image-making within educational contexts. (Andres L. Hernandez, School of the Art Institute of Chicago, & Deidre Searcy, Chicago International Children's Film Festival)

Spittin' Knowledge Initiatives: A Hip-Hop Based Curriculum

Driven by the need for culturally responsive education, Hip Hop in education has the ability to increase student engagement and potentially academic achievement. This curriculum introduces Hip-Hop culture in modules, allowing lesson plans to be organized to meet the class' needs. The three core areas of the curriculum are literacy, leadership and life skills. (Andrew J. Ryan, George Mason University and University of the District of Columbia)

A New Generation of Community Leaders and Teachers

Logan Square Neighborhood Association in collaboration with Chicago State University has been educating and preparing community leaders to become bilingual teachers in neighborhood schools in a "grow your own teachers" program called Project Nueva Generación. In this presentation four students from the program will tell their own stories of success and discuss the unique collaboration. (Leticia Barrera, Ebelia Mucino, Elizabeth Pagan, & Ofelia Sanchez, Logan Square Neighborhood Association, with Bridget Murphy, LSNA, & Elizabeth Skinner, Chicago State University)

Social Justice for School Psychologists

This graduate level course is designed to prepare school psychology students to be advocates of social justice for children, families, schools, and communities. Through the use of assigned readings and examples from school districts throughout the nation and in other counties, students will examine the role of organizational, political, psychological, and social processes in the implementation of educational programs and policies. This discussion is enhanced through a network of service-learning opportunities. (Joseph C. Kush, Duquesne University)

Teaching to Make a Difference: Exploring Local Knowledge to Advance Cultural Competency

This presentation describes how expeditionary learning can promote cultural competence among pre-service teachers and mitigate the effects of geographic and/or cultural encapsulation. Through this model of community-based instruction and field trips, students learn about community issues through the exploration of local resources in a manner that promotes emergent awareness of social equity and democracy. (Gary Stiler & Ann Unterreiner, University of Redlands)

SUNDAY, JANUARY 14

BREAKOUT SESSION #8

10:45-12:15

8A Research Presentations: Race, Culture, and Education

Room 3427

The Center for Human Origin and Cultural Diversity: Merging Social Justice Literacy, Anthropology, and Science to Promote Teacher Self-Discovery

This paper discusses the Center's model for introducing pre-service and graduate students to social justice concepts and their application in the classroom. The model stresses the use of scientific inquiry to promote the investigation of racial and cultural concepts, and draws on other materials from the Center for developing social justice literacy. The Center has created Human Origin and other labs that College of Education students participate in. (Jacquelyn Lewis-Harris & Joan Hoscher, University of Missouri at St. Louis)

Exploring Critical Theories of Race in Mathematics Education for Black Students

This presentation explores the role of racial identity development in the lives of African American students, particularly the extent to which societal and personal meanings of race influence the students' self-concept and consequent behavior. The presentation draws on the emerging literature on African American racial and mathematical identity development, as well as data from a pilot study of mathematically successful African American students. (Ebony McGee, University of Illinois at Chicago)

Champions of Social Justice: Preparing Teachers for the Challenges of the New Millennium with Special Reference to Southern Africa and Urban Schools

This presentation highlights effective strategies to prepare teachers to meet the social, economic, cultural, and political challenges of the new millennium. Specific references will be drawn from Zimbabwe and urban school districts in the United States. The presentation examines cultural resistance to hegemony in poor urban school districts in the United States and to colonialism in Southern Africa, and the role that teachers can play as champions of social justice. (Moses B. Rumano, Miami University of Ohio)

Eugenic Ideology and Historical Osmosis: Responding to Initiatives from the Right

This paper examines the translation of ideologies from the past, specifically eugenic ideology, into current debates concerning educational standards, disability and civil rights, ability testing, and class inequity. Due, in part, to the function of collective memory, the insidious eugenic and social engineering discourse was advanced on a number of fronts throughout the twentieth century, resulting in a national dialogue about intelligence, ability, and degeneracy that has been largely defined by racialized scientism. (Ann H. Winfield, Roger Williams University)

Queer Aporias: Straight Teachers and a Sexual Minority Curriculum

Little is known about how heterosexual teachers talk about issues, themes, or literature related to gay, lesbian, bisexual, and queer communities. This study examines the meaning and experience of sexual minority curriculum to self-identified heterosexual male teachers, and reveals that they experience *aporia* (a state of doubt and confusion) when addressing students of differing identities from their own. The presentation concludes with suggestions to address not only the taught curriculum but also the hidden and null curriculum. (Patrick Finnessy, University of Illinois at Chicago)

The Politics of Social Reproduction and the Limits of Curriculum: An Example from Anti-Oppressive Education

This paper reports on classroom responses to three variations on an anti-oppressive curricular theme at the University of Regina. Anti-oppressive education as a politically engaged practice confronts a willingness to ignore that even the “best” curriculum does not easily disrupt. Curricular choices and expectations for “success” will always be difficult when contradicting social norms and national discourses about equity and fairness. What is at stake in learning is a decentering and destabilizing of one’s subject identity and positioning. (Carol Schick, University of Regina, Canada)

Not Enough Chairs: The Art of Hosting Learning

Teachers committed to new learning that draws both students and themselves beyond indoctrination and training engage with the “other” on a regular basis. This engagement occurs not just in the classroom but in the realms of emotion, personal authenticity, and hospitality. This paper examines how actively staying open and engaged with the “other as “other” moves all those involved toward not just the understanding and appreciation of diversity but the authentic valuation of how and why this fearful enterprise is important to society. (E.V. VanderWeil, Gonzaga University)

Democratic Education Initiative

The Democratic Education Initiative at connects in-school learning to life, community, and issues in the larger world. Its four-year, developmentally layered structure affirms Francis Parker School’s commitment to citizenship and community and supports educational continuity for students. The presentation will present curriculum with a social justice focus from 9-12th grade Community Action courses, moving from exploration of self and community to leadership and advocacy. (Shanti Elliott, Francis Parker School)

Social Justice Issues in Health/Wellness/Physical Education

Very little is done in Health, Wellness, and Physical Education classrooms in regards to challenging oppressions. Space for queer and (dis)abled individuals must be created in this oppressively stereotypical able-bodied, straight, strongest body (but not women) environment. This presentation demonstrates how to educate and sensitize pre-service teachers and provides practical tools to guide them in creating activities for the classroom. (Cara N. Nance, Jones College Preparatory High School)

Critical Creativity in the Curriculum: Examining Privilege through Collective Art Creation in the Social Justice Classroom

This showcase explores the use of student created art quilts as a curriculum resource, and discusses a quilt entitled “Education: The Path to Social Justice,” which is made of images depicting themes of oppression and empowerment, and covers a variety of social justice issues such as racism, sexism, classism, heterosexism, and nationalism. Adding the power of imagery to curriculum adds another tool for educators to give representation to complex emotional issues and to craft essential foundations of understanding and tolerance. (Debora Nelli, Portland State University)

SUNDAY, JANUARY 14

POST-CONFERENCE WORKSHOP

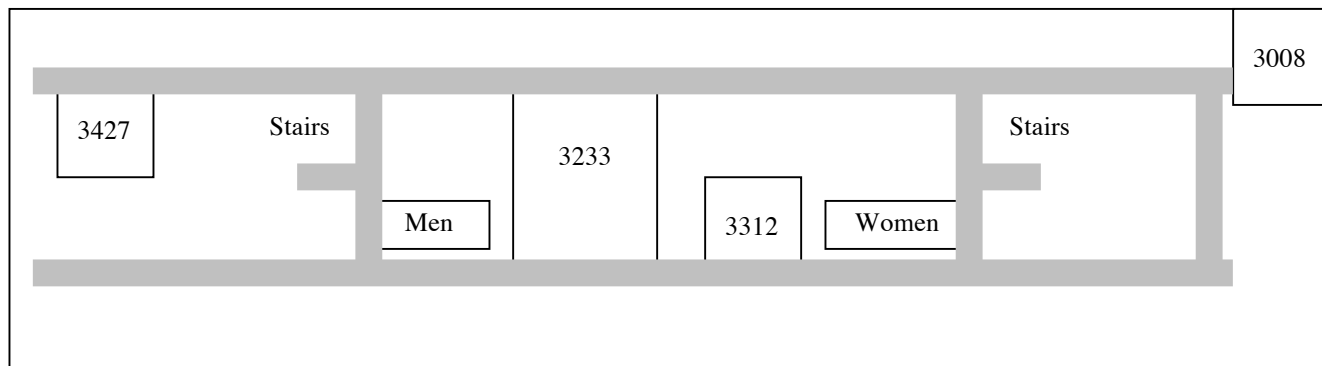
2:00-5:00

Post-Conference Workshop on Publishing for Emerging Scholars (Room 3233)

Designed for emerging scholars in the field of teacher education and social justice, this workshop shares tips on publishing books and journal articles. Registration is required.

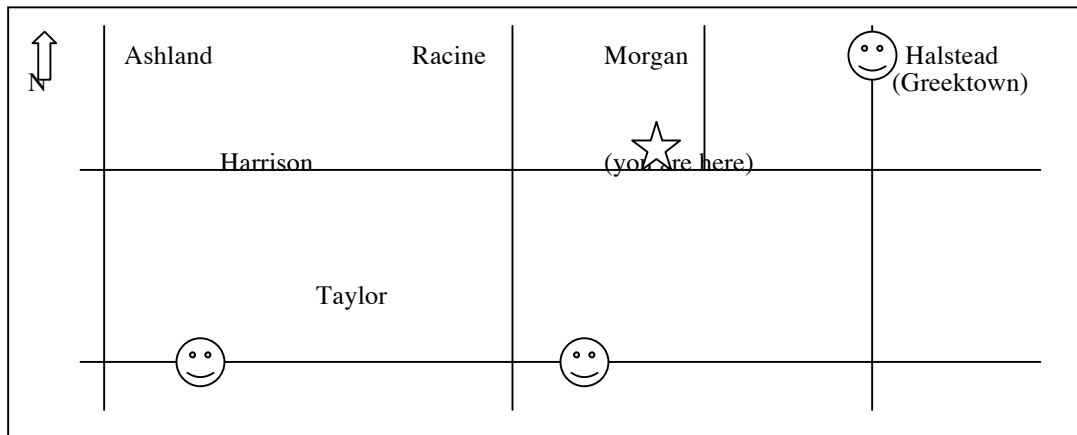
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DIAGRAM OF ROOMS ON THIRD FLOOR OF EPASW



W. Harrison Street

MAP OF NEARBY RESTAURANTS



Note: The smiling faces denote areas where you will find a number of restaurants

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