

THE CENTER FOR ANTI-OPPRESSIVE EDUCATION

welcomes you to the



***5th INTERNATIONAL CONFERENCE ON
TEACHER EDUCATION & SOCIAL JUSTICE***

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

7-8 June 2008

Welcome Letter from the Conference Organizer

Dear Friend:

Welcome to the 5th 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.

I wish to acknowledge and thank the University of Illinois at 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, Elizabeth Kocs, and others whom I may be forgetting (sorry!). I am grateful to the many volunteers who are helping to staff this conference, including Kay Fujiyoshi, Paul Hartman, Cristen Jenkins, and Jung Kim, as well as the many organizations that provided resources and materials, and the bookseller, Barbara's Bookstore. 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
Associate Professor, UIC College of 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.

Center for Anti-Oppressive Education
P.O. Box 267971
Chicago, Illinois 60626 U.S.A.

<http://antioppressiveeducation.org>

SCHEDULE AT-A-GLANCE

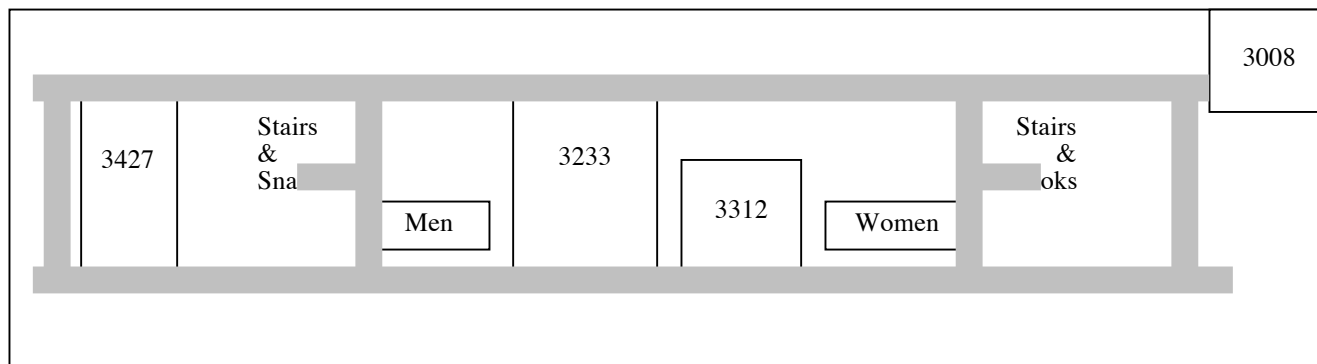
Saturday, June 7

9:00 – 9:30	Registration and Refreshments
9:30 – 11:00	Breakout Session #1
11:15 – 12:45	Breakout Session #2
12:45 – 1:15	Refreshments
1:15 – 2:45	Breakout Session #3
3:00 – 4:30	Breakout Session #4
4:30 – 6:30	Reception

Sunday, June 8

9:00 – 9:30	Refreshments
9:30 – 11:00	Breakout Session #5
11:15 – 1:00	Breakout Session #6
1:00 – 1:30	Refreshments
1:30 – 3:00	Breakout Session #7
3:15 – 4:45	Breakout Session #8
5:00 – 7:00	Post-Conference Workshop on Publishing

DIAGRAM OF ROOMS ON THIRD FLOOR OF EPASW



W. Harrison Street

Please help yourselves to light refreshments
and get a head start in perusing the Resources Tables and the Book Sale!

Barbara's Bookstore
will host a fantastic book sale in the
east-side Foyer
throughout the weekend.

1A Symposium: Building Racial and Cultural Competence in the Classroom: Strategies from Urban Educators

Room 3233

This symposium will engage the audience in a conversation about the definition and significance of educators' development of racial and cultural competencies and the impact on students' academic achievement, particularly, African American students. The presenters are educators whose life work and scholarship revolve around helping K-12 teachers develop these competencies. The session will conclude with a sharing of strategies for educators to become allies for their students while crossing boundaries of race, class, and culture.

Karen Manheim Teel, Holy Names University, kteel37401@aol.com
Jennifer E. Obidah, University of the West Indies, jobidah@uwichill.edu.bb
Tarika Barrett, New York University, tarika.barrett@nyu.edu
Kimberly Mayfield, Holy Names University, Mayfield@hnu.edu

1B Curriculum Showcases: Innovative Courses for Pre-Service Teachers

Room 3427

Social Justice Education in Schools: A Graduate Course Linking Theory to K-12 Practice

The presenters will introduce an innovative project-based teacher education course focused on Social Justice Education in Schools. The presenters will explore how the course's design, facilitation, and location within students' courses of study affected key learning outcomes, as well as present challenging case studies for participants' analysis. Workshop participants will leave the session with an understanding of more and less effective methods of facilitating social justice oriented teacher education.

Alison George, University of Massachusetts at Amherst, alisongeorge@gmail.com
Bailey Jackson, University of Massachusetts at Amherst, bailey.jackson@educ.umass.edu

The Right to an Education: Reflections on Justice

This course is a new core-curriculum seminar course for pre-service teachers that is cross-listed with the educational foundations course. The Right to an Education course will examine the nature of justice in terms of our obligations to ourselves, others, and society. The content will develop from diverse perspectives through an understanding of the historical, sociological, and philosophical roots of education as they are impacted by social justice and the question, "How shall we live?"

Virginia McCormack, Ohio Dominican University, mccormav@ohiodominican.edu

Social Foundations of Teaching and Learning: Education in a Democratic and Pluralistic Society

From the objectives in the syllabus to readings, discussions, and tasks, pre-service credential students are put into a position to understand the historical, social, and philosophical roots of schooling; to critically question their own perspectives as well as those of the public and policy makers; to learn how to implement socially just, rigorous, and authentic teaching practices into their classrooms; and to act on their convictions to be agents of change in order to improve the educational experiences of their students.

Linda Nowell, California State University at Sacramento, lnowell@csus.edu

2A Research Presentations: Critical Analyses of Teacher-Education Programs**Room 3233****Making the Invisible Visible: An Assessment of IL Teacher Preparation Programs' Inclusion of LGBTQ Issues**

How visible are LGBTQ issues in programs that prepare educators to work in schools across Illinois? Which institutions include sexual orientation and gender identity in their policies and conceptual frameworks? The Pre-Professional Preparation Project (P-Project) seeks not only to answer these questions, but also to report the results via the Visibility Matters Report Card.

*Therese Quinn, School of the Art Institute of Chicago, tqinn@saic.edu
And Others*

Educational Leadership and Teacher Training for Capacity Building and Social Justice in Thailand

This study examines an educational leadership and teacher training cohort model program conducted by a Midwestern U.S. public university in Thailand, focusing on the perceptions of the doctoral graduates regarding program objectives, curriculum issues related to social justice in educational leadership, teacher training, the recruitment process, support services, and areas of knowledge that contributed most to national development in Thailand.

Mohamed A. Nur-Awaleh, Illinois State University, manuraw@ilstu.edu

Everyday Antiracism: Getting Real about Race in School

This presentation introduces a new book of short original pieces through which over sixty researchers offer concrete suggestions for counteracting racial inequality on a moment-to-moment basis via the classroom. The book prompts educators to inquire, on an ongoing basis, whether their everyday actions counteract or exacerbate racism and racial inequality in schools and society, and to test and apply the book's tools and ideas in discussions of real-life incidents and dilemmas in their own practice.

Mica Pollock, Harvard University, mica_pollock@gse.harvard.edu

Social Justice--Rhetoric or Reality?: An Evaluation of Teacher Preparation at the University of Texas at Austin

This paper investigates the claim that educator preparation at the University of Texas is based on the tenets of social justice. An examination of program design, including coursework, professors, and field experience will be presented in order to provide a framework for further investigation. Furthermore, interviews and survey data from current students and graduates will be utilized in order to determine the perceived value of their experience.

Jamie Stone, University of Texas at Austin, jstone@mail.utexas.edu

2B Research Presentations: Learning from the Experiences of Students**Room 3427****Cyberbullying Internationally Increasing: New Challenges in the Technology Generation**

Cyberbullying is a growing phenomenon among adolescents, teens, and young adults who either perpetrate and/or are the recipients of harassing and threatening behaviors through the use of technologies such as e-mail, Internet community-social networking web sites, chat rooms, and cell phones. This paper presents the characteristics and theoretical frameworks that define and contextualize Cyberbullying, and prevention and intervention strategies.

*Ikuko Aoyama, Baylor University, ikuko_aoyama@baylor.edu
Tony L. Talbert, Baylor University, tony_talbert@baylor.edu*

Adult Bullying in Academia: Narratives from Gay Men of Color in Higher Education

This presentation reveals the narratives of gay men of color in higher education and investigates adult bullying based on race and sexual orientation in academia to build a conception of how this kind of bullying manifests itself. The paper describes what bullying is, examines how adult bullying impacted the academic lives of the research participants, and lists what practitioners in teacher education can do to reduce or eliminate the issues of bullying.

Mitsunori Misawa, University of Georgia, mmisawa@uga.edu

The Model Minority Stereotype and the Underachiever: Academic and Social Struggles of Underachieving Korean Immigrant High School Students

This study looks at academic and social difficulties faced by under-achieving working-class Korean American students in an urban public high school. The homogenizing effect of the "model minority" stereotype denied much-needed service to the underachieving students. Furthermore, the underachieving students were labeled as "bad" Koreans, from whom academically successful "good" Koreans distanced themselves.

Gilbert C. Park, Ball State University, gcpark@bsu.edu

Maintaining Diversity in the Post-Civil Rights Era: An Action Research Ethnography

Situated in a Chicago selective-enrollment high school that is trying to meet the challenges to diversity, this action research ethnography maps the development of social networks among African American freshmen males and their peers, parents, teachers, staff, college-student mentors, and university researchers.

*Pamela Quiroz, University of Illinois at Chicago, paquiroz@uic.edu
Vernon Lindsay, University of Illinois at Chicago, vlinds1@uic.edu
Endea Murry, University of Illinois at Chicago, emurry2@uic.edu*

Idealized versus Raced Experience of Life: Preparing Educators to Eradicate “the [Racial] Gap Between the Promise of Our Ideals and the Reality of Our Time”

Senator Obama’s words illuminate the reasons for the differing perspectives on race held by whites and people of color. This presentation showcases a course on Race and Education designed to teach whites and people of color to speak the language of equity and humanization. This lesson will explore the conflict between the *idealized* experience and the *raced* experience of life in America, drawing on the works of W.E.B. DuBois, James Weldon Johnson, Charles W. Mills, and Julie Kailin.

Devon Alexander, Oak Park and River Forest High School, dalexander@oprfs.org

“You’ve Wrecked *Cosmo* Forever!”: Media Analysis in a Teacher Preparation Diversity Course

Human Diversity, Power, and Opportunity in Social Institutions is the primary “diversity” course in a university teacher preparation program. A core component of this course is a Media Analysis Portfolio, which includes analyses of magazine advertisements and television commercials. This presentation will briefly describe the course outline, the assignment requirements, provide examples and resources, and offer anecdotal evidence of student engagement with this course requirement.

Sheila K. Marquardt, Michigan State University, marqua36@msu.edu

Into the Wind: Teacher Education in the Slipstream

This paper highlights how teacher education curricula and practices carried out in the name of accountability, uniformity, and standardization actually produce symbolic violence, and that, unattended, the long, slow injuries of routine symbolic violence often contribute to teaching postures that tacitly approve of actual violence. The paper concludes with a number of activities that we have undertaken in our community and in our courses that are made more difficult when undertaken against the prevailing winds of “standards-based” education in the U.S. today.

Kaia Tollefson, California State University at Channel Islands, kaia.tollefson@csuci.edu

Eric Toshalis, California State University at Channel Islands, eric.toshalis@csuci.edu

Developing Critical Consciousness through Social Justice and Resistance Literature

This presentation is based on a Raza Studies/Chican@ Literature curriculum. Participants will reflect on pedagogical and theoretical underpinnings such as critical pedagogy, critical race theory, and multicultural education as we examine the literature read in class, the writing assignments, and the social justice education projects. Reading lists will be provided, as well as the process we undergo to empower student to “read their world” in order to develop plans for transformative action in their community.

Curtis Acosta, Tucson High Magnet School and University of Arizona, curtis.acosta@tsudl@org

Media, Determinism, and Bigger Thomas: Reading Our Social Worlds through Richard Wright’s *Native Son*

Richard Wright’s *Native Son* is an ideal text for the exploration of identity formation and its relation to larger social forces. This curriculum explores these tensions in the text and our social worlds through a Critical Literacy and Media Analysis/Production project that has students construct competing narratives for the same set of events. This showcase will present an overview, project handouts, detailed explanations of how and why work was done, and examples of past student work.

Noah Golden, City University of New York Graduate Center and Satellite Academy, ngolden@gc.cuny.edu

Using Literature to Discuss Critical Issues

Understanding how inequity, oppression, and privilege operate in our lives and in our schools can be threatening and painful. As a result many of our pre-service teachers respond angrily and defensively when asked to critically respond. Young Adult literature can provide opportunities to experience race, class, gender, heterosexism, power, and privilege from multiple vantage points while coming to terms with the validity of each perspective and their co-existence. This showcase focuses on *Day of Tears* by Julius Lester and *A Heart Divided* by Cherie Bennett and Jeff Gottsfield.

Michelle Reidel, Georgia Southern University, mreidel@georgiasouthern.edu

And Others

SATURDAY, JUNE 7

REFRESHMENTS

12:45-1:15

Please help yourselves to refreshments

Located near the Registration Table

3A Research Presentations: Experiences of New and Continuing Teachers**Room 3233****Understanding Diversity: How New Teachers See the Diversity Among Their Students**

In focus-group discussions, new teachers who have recently completed a single-subject credential program describe complex classrooms in which the differences they learned about in their programs blend not only in the same room but often in the same individual. Drawing on those focus-group discussions and reflecting on my own teaching, I share the kinds of differences new teachers describe in their classrooms and make suggestions about what their descriptions suggest for the preparation of future teachers for social justice.

Nelson Graff, San Francisco State University, graff@sfsu.edu

How Teachers Learn to Teach in the School Workplace

While formal teacher education programs prepare teachers in some aspects of learning to teach, teachers also learn through their repeated classroom practice. Very little is known about these learning processes in terms of what learning strategies are employed (e.g., trial and error) and what resources are utilized (e.g., supervisors, peers). This study examines how workplace experience impacts three beginning elementary teachers' teaching and learning in Taiwan.

Hsiang-ling Huang, Indiana University, huang20@indiana.edu

Struggling to Define "Teaching for Social Justice" through the Practices of Five Elementary School Teachers

There is very little agreement or clarity about what it means to "teach for social justice." This paper describes how five novice teachers learned about teaching for social justice in their various teacher education programs and how they attempt to enact this type of pedagogy in their roles as teachers in an urban charter school. This paper has implications for teacher education practice as well as how best to support novice teachers in their first two years of teaching.

Nora E. Hyland, Rutgers University, nhyland@rci.rutgers.edu

3B Research Presentations: Cross-Disciplinary Conversations**Room 3427****Becoming Critical Mathematics Pedagogues: Three Teachers' Beginning Journey**

This study reports the transformations in the pedagogical philosophies and practices of three mathematics teachers (middle, high school, and 2-year college) who completed a graduate-level mathematics education course that focused on critical theory and teaching for social justice. The teachers were co-authors of the study. They found that the course provided not only a new language but also a legitimization to transform their pedagogical philosophies and practices away from the "traditional" and toward a mathematics for social justice.

David W. Stinson, Georgia State University, dstinson@gsu.edu

"It's Just a Movie!": Finding Facts within the Fiction through Collective and Connective Reading

Collective and Connective Reading, through which students collect information about environment and language in a text and then connect it to other texts, allows students to understand how our planet has always been multicultural and how we have always affected one another. This presentation examines how this type of reading has been utilized in a one high school classroom and one college classroom, and demonstrates its strengths and weaknesses.

Grisel Y. Acosta, University of Texas at San Antonio, dsegotism@yahoo.com

Reframing Science Teaching: Towards Fostering a Critical Multicultural Scientific Literacy

This paper coalesces perspectives of multicultural and anti-racist education, and scientific literacy, in formulating an alternative paradigm for school science and science teacher education. It outlines a framework for teaching and learning science that challenges hegemony, connects to the lived experiences of students, and seeks to foster a critical multicultural scientific literacy. In so doing, it examines the philosophy, objectives, and perspectives of multicultural science education and discusses how it might be translated into the classroom for teachers, both novice and experienced.

Aamer Shujah, University of Windsor, Canada, ashujah@uwindsor.ca

Culturally Relevant Arts Integration: An Approach to Socially Responsive Curriculums

This study examines the work of one elementary school teacher as she incorporates American Indian arts and culture into her classroom curriculum. The research contributes to our understanding of what it means to teach culturally relevant art integrated curriculums and of the practices of teachers and teacher educators when integrating these new curriculums into their classrooms, and offers insight to those who work to develop meaningful curriculums for all student communities and cultures.

Kelly Hrenko, University of Minnesota, hren0005@umn.edu

3C Curriculum Showcases: More Interactive Activities for Teacher-Education Courses**Room 3312****Teaching Students from Diverse Cultures: Challenges and Solutions**

This presentation offers real-life scenarios of students from diverse cultures. Participants will discuss and brainstorm solutions to welcome and assist these students in becoming acclimated to American school culture.

Elaine Pierce Chakonas, Northeastern Illinois University, e-chakonas@neiu.edu

The Difficult but Essential Work of Discussing Stereotypes

This activity forms the basis for understanding racial and ethnic stereotypes and how these stereotypes find their ways into classrooms. The activity continues with a discussion of how stereotypes lead to four different levels of discrimination: personal, institutional, societal, and universal.

Yasar Bodur, Georgia Southern University, ybodur@georgiasouthern.edu
And Others

Reforming the Road to Jericho: Using Performative Pedagogy to Bridge Discourses

In a graduate level course on Language, Literacy and Culture: Grades 5-12, I teach a unit, Reforming the Road to Jericho, that engages students in studying the Emmett Till murder through performative pedagogy. This presentation provides participants with a copy of the course syllabus, and invites participants to explore specific texts (print and non-print) created by the students, including an inquiry chart, students' art conversations, photo collages, and found poetry.

Mary Ann Reilly, Manhattanville College, reilly58@optonline.net

3D Curriculum Showcases: Social Studies Curriculum for K-16 Classrooms**Room 3008****Using the Internet as a Tool for Promoting Social Justice: An Important Skill for Pre-Service Teachers**

In order to use the web effectively, one strategy is to have a bank of websites categorized by themes and functionality for the curriculum work. In this showcase, participants will see a project implemented by teacher candidates in a social studies methodology course at Northeastern Illinois University. Students searched for websites and, guided by a template, evaluated the ways they could use the websites in their social studies curriculum, and then shared the results with the rest of the class.

Alberto Lopez-Carrasquillo, Northeastern Illinois University, a-lopez@neiu.edu

Theater of the Assessed: Drama-Based Pedagogies in the History Classroom

Drawing on recent work using a set of educational theater pedagogies to teach critical histories of the Civil Rights movement, this presentation introduces and reflects upon a set of radical arts-based instructional methods for social studies and teacher education that was developed in the context of NYU's redesign of its Program in Social Studies Education. Throughout, the presentation will share a range of the resources developed to teach these methods and perspectives to social studies educators.

Rachel Mattson, New York University, rachmattson@gmail.com

Camouflaged: Investigating How the U.S. Military Affects You and Your Community

Camouflaged is a tool for educators to help high school-aged students explore the role of the United States military in their lives and the lives of their communities. Local New York City teachers generated the *Camouflaged* curriculum with the intent of making it accessible to educators in a variety of educational settings and curricular areas. Part I is a collection of units, lessons, and project ideas that invite educators and students to broaden their exploration of the role of the military. Part II supports educators to explicitly counter military recruitment in the U.S.

Edwin Mayorga, New York Collective of Radical Educators (NYCoRE), edwin.mayorga@gmail.com

SATURDAY, JUNE 7**BREAKOUT SESSION #4****3:00-4:30****4A Symposium: Current Political Context of Education and Teacher-Education Reform****Room 3233**

What do teacher educators need to know about the current political context of education as we engage in social justice movement? A panel of distinguished scholars will address this question, followed by an open discussion with the audience.

William Ayers, University of Illinois at Chicago
Pauline Lipman, University of Illinois at Chicago
David Omotoso Stovall, University of Illinois at Chicago
And Others

4B Research Presentations: More Cross-Disciplinary Conversations

Room 3008

The Implementation of Technology at a Fourth and Fifth Grade Elementary School

This paper describes the extent to which fourth and fifth graders at a central Illinois elementary school implement the scope and sequence of its technology plan, the skills at which students are proficient, and the deficiencies that students have concerning the technology plan.

Adel T. Al-Bataineh, Illinois State University, atal-ba@ilstu.edu

Initial Response of University Teachers for Recapturing Spiritual and Cultural Values Into Science Education: The Case of Ethiopian People

This paper examines a survey of five Ethiopian university professors on their success stories as a by-product of their spiritual and cultural values, and will show how a science education that is embedded in one's spiritual and cultural values is conducive to social justice.

Solomon Belay, Ontario Institute for Studies in Education, University of Toronto, Canada, esbelay@oise.utoronto.ca

The Art of Social Justice: Visualizing Democracy in the Age of Standardization

This paper focuses on how an education that integrates the history of social struggle as documented through the arts can aid in the struggle for democracy, particularly the artwork that emerged out of labor movements in the past, "culture jamming" against advertising and commercialism in the present, and the new media art that is taking today to push back. Such arts education can motivate youth to think beyond the contemporary testing-centered paradigm.

Pablo Serrano, Northern Illinois University, pserrano79@gmail.com

Beyond Tacos and Pizza: Critical Literacy in the World Language Classroom

Critical literacy is oftentimes absent from the world language classroom. This paper illustrates areas of critical inquiry that can be incorporated into the world language classroom, encouraging students to reflect on their individual biases and assumptions that may be racist, to analyze language as an oppressive force, and to humanize the language that they are learning by putting a native voice to their daily readings and exercises.

Rita Verma, Adelphi University, verma@adelphi.edu

4C Research Presentations: Texts, Voice, and Community

Room 3312

Teacher Films as Texts

This paper examines how teacher films can be used with pre-service teachers to deconstruct hegemonic notions of teaching life and promote critical identity construction. It argues that such films reflect and propagate a culture of blame in the public imagination as they decenter structural critiques of the education system in favor of incremental change.

Claire Fontaine, City University of New York Graduate Center, cfontaine@gc.cuny.edu

"That's Where the Power's At": Exploring Spaces of Power and Learning through Hip-Hop with Youth and Adult Teachers

This study examines a program that places student expert knowledge, specifically around hip-hop, front and center in a series of professional development workshops for teachers. By having teachers learn specific hip-hop skills, such as graffiti and breakdancing, from young hip-hoppers, teachers and students both gained a new appreciation for the other and of themselves. Notions of power were explored and a new space of mutual risk, growth, and reflection was created.

Jung Kim, University of Illinois at Chicago, jungkim@gmail.com

Teaching *Wilshire Bus*: Exploring "Voices of America" in the Classroom

The short story, "Wilshire Bus" by Hisaye Yamamoto, offers a compelling portrait of the psychological nuances at play in the dynamics of power and powerlessness. This presentation explores pedagogical questions that have surfaced when teaching this story: around "voice" and "silence"; around how to effectively address interlocking social identities and structures of oppression; and around how to create feasible bridges between academic and personal knowledge when guiding students to reflect on their own participation in individual and collective actions toward social change.

Karen Su, University of Illinois at Chicago, karen-su@uic.edu

Making Connections between Black Migration and Mexican Immigration through Children's Literature and Art

This presentation will share the work of a group of Chicago Public School teachers and University of Illinois-Chicago graduate students and faculty to explore the connections between Black migration to Chicago, as in the Great Migration movement, and Mexican immigration. One goal is to develop a resource guide that can be used by elementary school teachers to help children make connections between the experiences of both groups so as to increase understanding and promote better group relations, particularly children's literature, music, and art.

Lucille Tomlinson, Chicago Public Schools, tstvlm@excite.com

Marlene Tyler, Chicago Public Schools, matyler94@yahoo.com

Cristina Menendez, Chicago Public Schools, tinamene@yahoo.com

Challenging Oppressive Views: Encouraging Human Rights and Social Justice Perspectives in the Classroom

This presentation discusses the nature and impact of a non-traditional professional-development Masters program designed to empower practicing teachers to become active contributors in the work for social justice in our increasingly diverse schools and society. The presenters will share a curriculum that uses critical literacy practices to focus on the current immigration controversy that is playing out nationally and in the students' local communities.

Elizabeth DeMulder, George Mason University, edemulde@gmu.edu

Stacia Stribling, George Mason University, sslawins@gmu.edu

Moni Day, George Mason University, mday3@gmu.edu

Elavie Ndura, George Mason University, endura@gmu.edu

Social Justice Critical Inquiry Project

The NYU Social Justice Critical Inquiry Project meets twice a month to support each other in our goal to make our classrooms forums for social justice education. As former classmates, we now support each other to transform the mandated standardized curricula that confines us by putting the pedagogy we learned the years before into practice. With the leadership of our former professor and current group facilitator, we have created and implemented units on homelessness and gender for pre-k and kindergarten students, as well as units on racism and child labor for fifth graders.

Bree Picower, New York University, bree@nyu.edu

Symone Johnson, New York University

Dan Hildreth, New York University

Emily Eller, New York University

Veronica Cuerva, New York University

Valerie Bracco, New York University

Emily Munzer, New York University

Working "Under the Radar" toward Teacher Understanding of Sexual Orientation

ALSO (Addressing Learning and Sexual Orientation) is a group that works to help individuals who are, or will be, in an authority position over P-12 students to uncover and deconstruct their assumptions about sexuality and to provide information and strategies for promoting anti-homophobic and anti-heterosexist classroom and school practices. This presentation outlines ALSO's menu of activities or curricula, goals and objectives, organizational setup, and difficulties frequently encountered.

Laurie Puchner, Southern Illinois University, lpuchne@siue.edu

Ann Taylor, Southern Illinois University, ataylor@siue.edu

Nicole Klein, Southern Illinois University, nklein@siue.edu

SATURDAY, JUNE 7

NETWORKING RECEPTION

4:30-6:30

Please proceed downstairs to the 2nd Floor Balcony

where we will enjoy light refreshments and meet the other fabulous conference participants!

* * * * *

Start the day with some light refreshments

*Be sure to check out the book sale by
Barbara's Bookstore
that features many books by
presenters at this conference!*

5A Research Presentations: Innovative K-12 Co-Curricular Programs

Room 3233

Transnational Teaching Connections: Linkages and Learning

This paper describes a grassroots transnational education project in the town of Santa Cruz la Laguna, Guatemala, called Amigos de Santa Cruz, which, among other things, provides scholarships and has built a computer lab; as well as the Olas de Amistad project, which has various components—economic, curricular, and professional. This paper provides a descriptive overview of the projects and raises questions about potential applications and limitations in other contexts.

Janelle Johnson, University of Arizona, janellej@email.arizona.edu

Teach America to Your Passion: Impact of the Chess Program on Alternative School Students

This presentation summarizes the outcomes of a chess program launched at an alternative charter school and discusses the impact of the program on students at-risk. The analysis focuses on the development of skills that enable students to succeed academically, and argues that a chess program embedded in the school curriculum has the potential to improve student engagement in schooling and to promote skills to enable students to be successful academically and beyond.

Mikhail Korenman, Community Christian Alternative Academy, korenmanm@yahoo.com

Models of Tutoring Programs Launched at High Schools on the South-Side of Chicago and Suburbs

To address the need within high schools to improve the performance of students on high-stakes tests, this project studies models of tutoring programs launched at high schools in south-side Chicago and surrounding suburbs. This presentation describes how tutoring programs vary in their goals, strategies to refer students for tutoring, and approaches to recruit and train tutors.

Tamara V. Korenman, Saint Xavier University, korenman@sxu.edu

Eileen Quinn Knight, Saint Xavier University, knight@sxu.edu

JoAnn Gesiakowska, Reavis High School, jgesiako@depaul.edu

Larry Ehretsman, Reavis High School, lehretsman@yahoo.com

Revisiting a Student-Oriented Curriculum in the Nigerian Secondary School System

The absence of relevant instructional materials, skilled vocational education personnel, and awareness on the part of policy makers constitute obstacles to pragmatic student-oriented secondary-school curriculum in Nigeria. This paper discusses methods that can make secondary education more productive through the introduction into its curriculum of practical learning schemes that will ultimately equip graduates with revenue-generating skills and life skills.

Roseline E. Tawo, University of Calabar, Nigeria, ekastah@yahoo.com

5B Curriculum Showcases: New Programs within Teacher Education**Room 3427****Working from the Outside In: Transforming One Graduate School of Education**

A coalition of district educators, energized and inspired by their training, and the local activists responsible for the training are uniting to transform a public university graduate education program to become a home for grounding and growing their social justice education work. This presentation describes six new courses central to the social justice emphasis and, more generally, the lessons learned from the process to date and plans for the future of the new social justice concentration in the graduate program.

Mary R. Ferguson, University of Missouri at St. Louis, fergusonmar@umsl.edu

Growing Integrated Support Systems for Student Success

This showcase describes expanding efforts at Illinois State University to support improved college access, preparation, and retention outcomes for historically underserved (lower-income and first-generation) student groups through the integration of Chicago Teacher Education Pipeline after-school recruitment and summer bridge-to-college programs with a comprehensive first-year academic support program to encourage their success at the undergraduate level.

Bert Klunder, Illinois State University, baklund@ilstu.edu

Moved to Tears – Moved to Act

Many pre-service education students who are members of the dominant group have lived their lives oblivious to the systemic oppression from which they reap benefit. Confrontation with the stark realities can lead to compassion, but students may also sink into shame, guilt and despair, or worse, may reject the material in order to avoid these debilitating responses. This presentation offers a dialogue on innovative curriculum in anti-oppression teacher education that stimulates students to move to solidarity and committed action.

Judith Reed, Keene State College and World Educational Links, jureed@keene.edu

Karen Saunders, Putney Central Elementary School, karen_saunders@wsesu.org

5C Curriculum Showcases: Critical (Media) Literacy**Room 3312****PUSHing Pre-Service Teachers to Rethink Literacy**

This presentation engages participants in a conversation that will help them reflect on their own assumptions about literacy and illiteracy. The session begins with small-group work investigating how each of us defines literacy, followed by a gallery walk and sharing out of what we learned from each other. After a brief introduction to the novel *PUSH* by Sapphire, participants will experience a four-corners activity that asks them to rethink their ideas about what it means to teach literacy skills within middle and high school contexts.

Cathleen C. Clara, Michigan State University, cathleenclara@comcast.net

What Might Media Literacy Look Like in Practice?

From the outset, an essential aspect of media education in Ontario (and across Canada) has been student empowerment, in the tradition of Stuart Hall and Paulo Freire. In this interactive presentation, participants will be introduced to various conceptual frameworks that underpin media literacy in Canada; explore resources that are used to teach media literacy in K-12 settings; acquire strategies for integrating media literacy across the curriculum (the SNAP approach); and examine a social justice model of media literacy based on the idea of Responsible Media.

Ian Esquivel, Toronto District School Board, Canada, ian.esquivel@tdsb.on.ca

What Might Critical Literacy Look Like in Practice?

In this presentation, participants will become familiar with the practice of critical literacy within the context of critical/progressive pedagogies; acquire strategies for helping grades 7-12 students read and respond to a range of texts—canonical, popular, media, post-colonial—through the lenses of a range of current literary theories; and examine print and electronic resources from Ontario, Canada and a variety of sources that support critical engagement with texts and the development of performance tasks focused on social justice issues.

Carol Ricker-Wilson, Toronto District School Board, Canada, cricker@edu.yorku.ca

SUNDAY, JUNE 8**BREAKOUT SESSION #6****11:15-1:00****6A Symposium: Learning from Student Teachers****Room 3233**

Two panels of student teachers (four from Madison, five from Chicago) share their personal experiences, challenging questions, and recommendations for teacher education programs.

Kevin Schneider, University of Wisconsin at Madison

Dana Munoz, University of Wisconsin at Madison

Melissa Cartagena, University of Wisconsin at Madison

Luz Arroyo, University of Wisconsin at Madison

Lisa Marie Gregory, University of Illinois at Chicago

Israel Hernandez, University of Illinois at Chicago

Maribel Ortíz, University of Illinois at Chicago

Vigunya Sandy Voratanitkitkul, University of Illinois at Chicago

Asif Junaid Wilson, University of Illinois at Chicago

Is Teaching for Social Justice and Democracy an Oxymoron?

Do classroom practices aimed at “democratic literacy” inevitably conflict with those aimed at “social justice”? How can educators effectively interrupt oppressive student speech and still promote democratic practices? Using case studies from a qualitative study in secondary-level classrooms, participants will explore these questions and deliberate classroom discourse types that promote social justice.

Connie North, University of Maryland, connie.north@gmail.com

As Democratic as We Can Be

Through definition of core democratic principles and application of these principles to classroom life in schools and in teacher-education programs, this presentation argues that pre-service teachers, career teachers, and teacher educators need to make democracy a lived experience. This paper defines those principles and shares specific student use of these principles both in the classroom and community-based social justice-focused research.

John Duffy, National Louis University, john.duffy@nl.edu

Redlining the Lavender Menace: Restrictive School Covenants as a Way to Deny Access to Undesirables in Education

This presentation illuminates the effects of queer erasure stemming from the usurpation of public functions, in this case, accreditation and certification in teacher education, by private institutions. Using work questioning the role of private religious colleges that are accredited by the state to produce teachers but require students and staff to adhere to homophobic and discriminatory “lifestyle statements,” the presenters explore “private” covenants that restrict access.

*John Ploof, School of the Art Institute of Chicago, jploof@saic.edu
And Others*

Polycultural Education as a Variant of Multicultural Education: Its Origins, Agenda, Development

In most of the Commonwealth of Independent States countries, the term “polycultural” education tends to appear more in academic and popular writing than “multicultural” or “intercultural.” This paper questions whether the use of the term “polycultural education” is justified and how it differs from the terms used in the United States and Western Europe. The paper also discusses the origins, agenda, and current development of polycultural education.

Roman Bulgakov, I.I. Mechnikov Odessa National University, Ukraine, vrij@list.ru

Organizing the Curriculum: Labor’s Voice in the Schools

Schools are not giving young people the full story of our nation’s history and values when the struggles of working people throughout the ages are left in the shadows. This presentation demonstrates ways to integrate working-class issues and labor history across the curriculum. Labor issues have been at the center of U.S. history, from slavery through the shocks of globalization, and such issues must be brought to the front of any social justice curriculum.

*Rob Linne, Adelphi University, linne@adelphi.edu
Laraine Wallowitz, Adelphi University, wallowitz@adelphi.edu*

Picture Books for Critical Literacy

This presentation provides ideas for elementary school teachers to use their reading curriculum and picture books to help students develop critical thinking skills and build skills to be effective and responsible citizens working for social justice in democratic systems, drawing on the work of Vivian Vasquez and Lee Heffernan, and the organization, Voices of Love and Freedom.

Kevin McGee, Eden Prairie Schools, kmcgee@edenpr.org

Promoting Social Justice through Art

This presentation reveals the challenges and outcomes of teaching at-risk inner-city children in grades K-6 in Hamilton, Ohio. The curricula and broader strategies of teaching art as a tool for social justice will be described and analyzed through photographs, exhibitions, and written curriculum materials such as student-designed visual journals addressing the social inequities they face in life.

*Ralph Raunft, Miami University of Ohio, raunfr@muohio.edu
Elizabeth Rossi, Miami University of Ohio, rossiec@muohio.edu*

Teaching for Social Justice: Children’s Literature in Pre-Service Teacher Education

This presentation will showcase a pre-service teacher education class on Children’s Literature, and will provide participants with tools to critically examine social justice issues like racism, sexism, heterosexism, ableism, and the Holocaust. Samples of children’s literature with themes of social justice will be included and a theoretical framework for unpacking such literature will be modeled and explored. The presenters will share pedagogical strategies and resources to support students of all ages to read critically and question the messages in texts.

*Sara L. Young, University of Massachusetts at Amherst, slbyoung@educ.umass.edu
Tara M. Nappi, University of Massachusetts at Amherst, tmnappi@educ.umass.edu*

The Persistence of Professional Educational Practices that Reproduce Colonialism and Inequality

This paper suggests that the persistence of culturalism, as a putative solution to inequality, can be found in the rootedness of social space beyond cognitive compliance, in the consolidation of a (legitimate and respectable) professional, public self. The persistence of education methods that reinforce inequality—and colonization in this site—are co-produced through the construction of professional teacher identifications.

Carol Schick, University of Regina, Canada, carol.schick@uregina.ca

What's Yours is Mine in White Settler Mythology

This paper uses a story of a car trip along the main artery that connects a province's two urban centres as a trope to show how white-settler discourses saturate curriculum. Photographs of public art, sculpture, and architecture taken on the journey will illustrate ways the white-settler version of history permeates physical and psychological spaces. Postcolonial theory is used to interrogate white-settler discourses that have produced and privileged most of the pre-service Education students and the author.

Valerie Mulholland, University of Regina, Canada, val.mulholland@uregina.ca

Language Diversity, Power, and Pre-Service Educator Belief Systems in Settler Postcolonial Saskatchewan

This paper reports on the author's experiences teaching a course about language diversity, language and power, literacy development, and minority-language students, including aspects of resistance and "white talk" used by students, and ends with recommendations for similar work countering teacher assumptions about language variation and literacy development.

Andrea Sterzuk, University of Regina, Canada, andrea.sterzuk@uregina.ca

SUNDAY, JUNE 8

REFRESHMENTS

1:00-1:30

Please help yourselves to refreshments
Located near the Registration Table

SUNDAY, JUNE 8

BREAKOUT SESSION #7

1:30-3:00

On Democratizing Teacher Education

While progressive teacher educators are proficient in raising awareness around issues of equity, justice, and democracy, there is a great deal of work that needs to be done to advance the necessary tactics to enact these principles in their own practice. This paper addresses this need for a democratic pedagogical model in teacher education, and argues that the innovative democratic education program at UC Berkeley, Education 190, is a starting place.

Paula Argentieri, University of California at Berkeley, paula@berkeley.edu

"Should I Be Teaching?": A Novice Teacher Educator Grapples with Teaching toward Social Justice

Often, beginning K-12 teachers question whether or not they should be teaching, and similarly, beginning teacher educators also grapple with this question. In this presentation, the author draws from personal experiences as a beginning teacher educator to discuss reflexive practice, conflating notions of inexperience and incompetence, teaching from a "culturally relevant pedagogy," and the lessons learned so far about teaching toward social justice.

Heather L. Horsley, University of Illinois at Chicago, hhorsl1@uic.edu

The Disconnect of Idealized vs. Realized Urban Teaching: Making Tangible Connections in Teacher Preparation

As the senior year progressed for a group of teacher candidates in Chicago Public Schools, the author provided the candidates and their cooperating teachers with speakers and presentations that aimed at holding "courageous conversations" about race matters in schools. This presentation reports on the impact that these events have had on the candidates and their sense of being sufficiently prepared for seeking positions in urban school settings.

Eleni Katsarou, University of Illinois at Chicago, elenik@uic.edu

Poetry in Motion: Blurring the Boundaries in Teachers' Lives

Historically, educators have been challenged to consider how their personal lives intersect with their professional ones, asking, Which parts of themselves do teachers share in the classroom? Specifically, some gay educators have wondered in what ways—if any—they may share their sexual orientation with their colleagues and students. This paper looks at the perspectives of five pre-service educators as they prepare for their first teaching jobs. Through the creation of found poetry, these teachers consider the potential challenges that await them, their peers, and their students.

Christopher Palmi, National-Louis University, christopherpalmi@yahoo.com

Journaling Project

This presentation describes a journaling project between undergraduate education majors and English-for-speakers-of-other-languages (ESOL) students in local middle and high schools. The outcomes have been “magical.” Relationships of care have formed through the opportunities to share life stories through written dialogue in weekly journals, as well as shared poetry, culminating in visits to each other’s schools.

Marsha Acerra, Ithaca College, macerra@ithaca.edu
Elizabeth Himes, Ithaca College, ehimes1@ithaca.edu

Action for Illumination: Community-Based Research for Social Justice Teacher Education

This presentation argues that an action research component is essential within the curriculum for pre-service teachers, as is developing a relationship between experiential learning and the Socratic method of class discussion to establish a democratic classroom environment. By participating in the action research component, pre-service teachers will engage in comparative research and develop the necessary skills to analyze and react to institutional inequalities.

Kate Kauper, University of Iowa, kathryn-kauper@uiowa.edu
DeeAnn Grove, University of Iowa, deeann-grove@uiowa.edu
Caran Crawford, University of Iowa, caran-crawford@uiowa.edu

Sustainability, Urban Permaculture in Science and Math Curriculum

This presentation couples a discussion of the recent drive to implement inquiry learning in science and math curricula with a description and discussion of a 4-5th grade lesson design introducing the concept of urban permaculture. The interdisciplinary lesson provides a framework for teachers to use in applying a pedagogy centered on inquiry while exposing the students to concepts and applications that connect to state standards in science and math.

Erica R. Davila, Arcadia University, davilae@arcadia.edu
Jody Luna, Conscious Designs, Inc., jodyluna@yahoo.com

Learning How to Teach Mathematics for Social Justice

The thrust of the session will be for teachers to learn from high school students how to teach mathematics for social justice. The students will present a social justice mathematics project that they themselves completed earlier this year, about the Jena Six case and the criminalization of youth of color, and then will engage participants in discussing what teachers may need to do in order to engage urban youth of color in social justice mathematics projects.

Rico Gutstein, University of Illinois at Chicago, gutstein@uic.edu
George Carr, Greater Lawndale/Little Village School for Social Justice
Veronica Gonzalez, Greater Lawndale/Little Village School for Social Justice
Amparo Ramos, Greater Lawndale/Little Village School for Social Justice
Rut Rodriguez, Greater Lawndale/Little Village School for Social Justice
Robert Welch, Greater Lawndale/Little Village School for Social Justice

Designing Curriculum to Facilitate Digital Equity

Adding technology to a course can increase digital inequity. This presentation shares one educator’s journey from designing curriculum that ignored issues related to digital equity to one that incorporates the five psychological factors described by Cooper and Weaver that can address why females are falling behind in technology. The presenter will describe how she incorporates these factors in revamping current courses and designing new ones.

Vivian Johnson, Hamline University, vjohnson@hamline.edu

*Be sure to sign up for the
 Center for Anti-Oppressive Education’s
 E-mail Announcement List
 to stay informed about future events.*

8A Research Presentations: Preparing the Next Generation of Teachers and Leaders**Room 3427****Urban Teacher Leadership Development for Equity-Based School Improvement**

The Urban Teacher Leadership Academy is a district-university partnership in a mid-sized urban district in Western New York. In the Academy, teachers work in teams of three, and devote two years to the development, implementation, and evaluation of an Equity-Based School Improvement Project. This paper introduces the conceptual framework of the Academy, and describes the activities, successes, and challenges of the Academy.

Sonia James-Wilson, University of Rochester, sjwilson@warner.rochester.edu

A Collaborative Intervention to the Lack of Male Teachers

This paper describes the preliminary findings of a research project on men in education. The findings are derived from a graduate course, titled Men in Education and the Male Teacher, in which participants who are enrolled in the course utilize prior experiences and course content to cooperatively construct meaning. The collaborative structure has the potential to motivate social action in a local context.

Shaun Johnson, Indiana University, shpjohns@indiana.edu

Using Participatory Action Research in a Teacher Training and Mentoring Program: Integrating Social Justice in Teacher Recruitment, Retention, and Preparation

This presentation describes the Refugee Teacher Training and Mentoring Program in Milwaukee, Wisconsin, designed to recruit, retain, and prepare refugee students to work in PK-6 settings, and its use of participatory action research to address the complex needs of and challenges encountered by this diverse group. Presenters will also discuss their challenges and successes.

Kalyani Rai, University of Wisconsin at Milwaukee, kalyanir@uwm.edu

Pa Y. Vang, University of Wisconsin at Milwaukee, pa@uwm.edu

Social Justice and Teacher Education: Reflections from an African American Male Professor Teaching at a Predominantly White University

What happens when a first-year African American male faculty member embraces a belief in social justice in teacher education at a predominately white university, and pushes students to examine issues of privilege, oppression, and systemic inequity? This paper exposes the challenges faced by the professor, the successful strategies employed during a graduate course in multicultural teaching and learning, and institutional implications.

Robert W. Simmons III, Eastern Michigan University, rsimmon6@emich.edu

8B Curriculum Showcases: Contexts for Interdisciplinary Teaching**Room 3312****Unpacking What It Means to Teach and to Learn in Urban Institutions: Voices from the Field**

Yolanda Majors, University of Illinois at Chicago, ymajors@gmail.com

Sana Ansari, University of Illinois at Chicago, sansars@uic.edu

Messages We Send Students: Connecting Critical Media Literacy to Content Areas

This presentation showcases a lesson plan designed and implemented for pre-service teachers: after critiquing and talking back to music, cartoons, and written text (looking for stereotyping, dominant hegemony, bias, and discrimination), participants are asked to question texts from their own content areas. A discussion follows that troubles this lesson.

Adriane M. Slaton, Michigan State University, slatonad@msu.edu

Soul Voices, Sound Changes

This showcase offers teachers an opportunity to affirm our own relationship to music—how it nourishes and blesses lives; explore lessons plans on what our students are listening to; and acknowledge the legacy of music inviting and sustaining social justice movements—including South African Kwaito, Indian Mantras, Brazillian Bossa Nova, and the Conscious Hip Hop pumping on every corner of this earth.

Laura Marie Thompson, Arturo Schomburg Satellite Academy, loveiswater@hotmail.com

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. No registration is required.

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