

Creating a Team Culture, for Multicultural Education!

Joyce Avila, Creating and Facilitating Equality

This workshop is designed specifically for those who want to branch out and work with others within their organizations. In our workshop we will discuss Team Culture, by examining the Collaborative Model: Respect & Diversity, Integrity & Ethics, Partnership & Collaboration, Quality Customer Service and Communication. Participants will learn ways to be better communicators by understanding their own cultural communicative tendencies and styles. These skills will foster a Team Culture that will help to fulfill your mission.

Impact of Locus of Control Variables in Developing & Sustaining Diversity in Academe

Michael Ayewoh, West Chester University of Pennsylvania

Tondelaya Baylor-Ayewoh, Mansfield University of Pennsylvania

Sustained diversity is a function of the following three variables: role of individuals or stakeholders within a defined academic environment; the prevailing institutional policies, procedures, pronouncements, and practices therein; and the interaction effects between the stakeholders and the prevailing institutional arrangement. The presenters will actively and passionately engage the workshop participants in conversations regarding the theoretical framework in the practical application of a very simple regression-type equation to explore the relationships between defined outcomes of Diversity ("Y") and the critical variables of internal locus of control of the membership of the academe (X1), external locus of control that is the institution (X2), and the interaction effects between individuals and the institution (X1.X2). Handouts will be provided.

Valuing Multiculturalism Through Childrens' & Adolescents' Literature

Dr. Bobbie W. Berry, Kutztown University

"Multiculturalism" and its meaning appears to be diminishing as the term "diversity" is used to supplant it. The two must not be confused rather, both must be embraced. If diversity, in all of its forms is to be sustained, so too must multiculturalism, which is an important component of education now and into the future in the U. S. as well globally. Cultural literacy then must be infused throughout the school curriculum rather than treated as an appendage of Social Studies. Through children's- and adolescent literature, an increased awareness of, and an appreciation for, multiculturalism can blossom. This requires cultural literacy on the part of educators--at the K-12 level, as well as at the university level where future teachers are educated and trained.

Working with the Medicine Wheel

ClearBear, Juniata College

Medicine Wheels have been documented on all continents and date from ancient times to the present. From Egypt and Stonehenge to the sacred sites of Canada, South America and here in the US, medicine wheels have helped to balance the lives of our ancestors and can provide keen insight on how to do so today.

This workshop illustrated how the symbolism of the Medicine Wheel can teach us how to balance our lives, identify where we are out of sync with ourselves or the planet, and help us to focus on the attributes needed to find solutions. "Working with the Wheel" can assist us in our prayers and in our everyday lives. Various wheels from the many native traditions will be introduced but we will focus on Sun Bear's wheel as it is a highly teachable and understandable model.

First Steps for Teaching and Reaching Diverse Populations: The Artist's Eye & The Classroom as Ecosystem

Mary Buckelew, West Chester University

Diversity poses challenges for students teachers staff developers administrators and organizations—however there are no formulas for teaching and working with the diverse populations who grace our classrooms and work places. Each

culture and context is unique. This is the premise of this presentation. In order for all students to achieve success in the classroom and outside of the classroom, educators need to see, understand, and tap into the complexity of their own classroom and school cultures. To do so, a deeper understanding of diversity is necessary. The presenter proposes that the combination of the artist's eye and the conceptual framework of the classroom as ecosystem deepen understanding and provide the first steps for reaching and teaching diverse populations. The presenter will begin by illuminating the notion of the artist's eye and its connection to self-awareness through interactive practical strategies. Next the presenter will share her rendition of the conceptual framework of the classroom as ecosystem, a model which provides educators in all phases of their careers with both a theoretical foundation-- and a practical lens with which to view diverse classrooms and communities. She will include a brief discussion of the ecological, educational, socio-cultural, and anthropological theory that inform the classroom ecosystem model. In addition to sharing the model and underlying theory, the presenter will share a graphic of the classroom as ecosystem, and then invite attendees to participate in interactive activities which may be used both outside and inside the classroom to further understanding of the nature of diversity and build community. Attendees will be invited to react and discuss throughout this interactive session.

Elementary Students' Perceptions of Diverse Populations

Marisa Burt, Kutztown University

This is a study conducted to identify students' perceptions of diverse populations within schools. In many previous studies teachers or students in higher education are asked this same question and studied, but very few studies on elementary students' perceptions have been done. It is important to understand how children perceive other cultures because if they are not fully aware of why someone is different from them, children can have more racist or superior attitudes towards others. Students from an elementary school are being questioned because evidence indicates that perceptions of others start at a young age and if those perceptions can be influenced, the earlier the better.

Developing Intercampus Social Justice Education Programs for Small, Semi-Rural Institutions: The Power of Connection

Jazmin Byers, York College of Pennsylvania

James Felton, Lebanon Valley College

Brian Johnson, Manna Unlimited Motivations

Providing social justice educational opportunities at small private rural institutions is paramount, especially given the fact that these colleges tend to be bastions of homogeneity. Social justice initiatives designed to address the unique needs of students of color and other minorities (who are mostly recruited from urban areas) and majority students who desire to learn more about combating the negative -isms are necessary to impact the rural campus. These types of initiatives must be grounded in intercultural theory where students learn from the perspectives of one another. This workshop will highlight an exemplary intercampus initiative developed around best practices and designed to address the unique educational diversity needs of a group of rural campuses. Specifically, it will detail the efforts of PALOMA (Pennsylvania Association of Liaisons and Officers of Multicultural Affairs), a professional development consortium who's created the Intercampus Social Justice Retreat (ISJR). The retreat is designed to help educate students about the concepts of social justice and community leadership through exploration of their own stories, the stories of others, explore issues of oppression and privilege, develop contacts and support networks across campus, and develop skills to be an ally to many different groups.

Multicultural Education for Whom? What I learned From Bilingual Intercultural Education in Ecuador

Tanya Casas, Delaware Valley College

My paper explores practices of bilingual intercultural education in indigenous communities in Ecuador. The administration of bilingual intercultural education programs has certainly contributed to significant social and political advances of indigenous peoples and their communities in Ecuador. However, I question the degree to which intercultural education, which is mainly a method of teaching within subaltern communities, can continue to advance justice for indigenous peoples within the dominant Hispanic society.

Shifting the Cultural and Performance Paradigm of a Socio-Economically Deprived School and Community

Silas Christian, III, Virginia State University

As a new principal who had recently watched the movie "Lean On Me" I garnered many thoughts on how to quickly shift the culture and performance of my newly assigned school. Not knowing the values and ethos of the state and community, I arrived at my new campus and immediately began to survey student performance and community growth over the past three years. After ridding myself of the shock from learning of declining student performance and community advancement, I began to develop my own reformist ideas on how I was going to ameliorate the phenomena. In spite of the dismal belief that this was the norm permeating this school and community, I was determined to shift it to one that had high expectations and a partnering spirit that "change" could occur and that it could occur in a short period of time. Using a collaborative sharing process with the District, teachers, parents and students, I used existing data to develop a new vision, school improvement plan, revised budget, and to build holistic programs to advance teacher and student performance as well as establishing a new "high-expecting" community culture. In this session, the presenter will share with attendants this philosophy, the staff development, community meeting and restructuring of the school to attain curricula goals and to achieve desired mandates set by NCLB, the state, and school district. It is the presenter's belief that if followed, these actions can be replicated and used throughout the Nation to shift the paradigm of socio-economically deprived schools and communities .

"Can a single-sex environment be a neighborhood public high school's 'protective factor' against student drop-out?"

Juliet Curci, Temple University

YOU be the expert! The presenter's dissertation proposal defense is right around the corner and she's looking for feedback regarding her prospective research! Come hear about her multi-method case study that looks at a mid-Atlantic neighborhood public high school's risk and 'protective' factors for drop out, and how she theorizes that the school's single-sex environment impacts its graduation rate. Share your thoughts on and questions about the topic, literature reviewed, and conceptual framework for the study. Students in a large mid-Atlantic city graduate from neighborhood high schools at an average rate of 52% (Philadelphia Youth Transitions Collaborative, 2006). Such a statistic indicates future financial and social instability for not only those individuals who drop out of school before receiving their high school diplomas but also for their surrounding communities (Swanson, 2008; Barton, 2005). As policymakers search for new ways to mitigate the individual and institutional risk factors for dropping-out, it is necessary to further review the protective factors that schools implement in order to keep their students enrolled and academically successful through graduation (Alexander, Entwistle, & Lee, 2001; Croninger & Lee, 2001; Finn, 1989; Rumberger, 1987). The research on dropouts highlights the significance that students' low levels of social and academic engagement in school have on their decisions to leave (Bryk & Driscoll, 1988; Fredricks, Blumenfeld, & Paris, 2004; Orfield, 2004; Shernoff & Schmidt, 2008). This study explores the protective factors utilized by a public neighborhood high school in a mid-Atlantic city in an effort to increase students' levels of academic and social engagement in school and therefore, increase the number of students who graduate from the school and enroll in college.

Resisting racism in the social studies: Critical Theoretical Approaches- present or absent?

Emily Daniels, University of Rochester, Warner School of Education,

Within the social studies, race has been a silenced subject. (Ladson- Billings, 2003) This is both disturbing and ironic, due to the fact that social studies presents itself as the content area designed to foster democratic ideals, citizenship education, and offer a potential site for analysis of issues of oppression. (Tyson, 2003, Gibson & Pang, 2001) This paper addresses Critical Theoretical lenses regarding the Social Studies, through Critical Race Theory, Latino Crit. and Tribal Crit. I will synthesize these analyses to help present potential ways of reexamining the social studies, as well as questioning the discipline, asking why these works are limited.

Middle School Curriculum and Sustainability and Urban Permaculture

Erica Davila, Arcadia University

Jody Luna, Conscious Designs Inc.

Using a participatory action research method, the presenters have developed partnerships with an urban public school in Chicago and an urban public charter school in Philadelphia and a community based yoga center in Chicago to experience the process of designing and implementing a sustainable school/community garden project. Within this process, we have developed ideas on integrating sustainable gardening as a springboard for facilitating learning experiences across the K-12 curriculum. In this workshop, we present ideas for curriculum development within a sociopolitical context. Furthermore, we discuss the lack of fresh produce in neighborhoods with residents with low socioeconomic status as a social justice issue.

Language Policy in Education and the Marginalization of minority Languages in Nigeria

Genevieve Dibua, Baltimore City Community College

Nigeria a country in West Africa has over five hundred languages and dialects English language the inherited colonial language official language and the medium of instruction in schools. In examining the language policy in education, this paper discusses the attempt to promote the teaching of three indigenous languages; Hausa, Yoruba and Igbo side by side with English language in elementary through high schools. These indigenous languages were selected as the national languages of Nigeria for a variety of reasons, namely, large number of speakers across Africa, easier to learn and availability of reading materials. However, the paper points out that the choice of these three languages generated concerns over the hegemony of the dominant languages while marginalizing minority languages in the educational system. In order to enhance the status of the minority languages, preserve the country's culture, and foster national unity, the educational policy was modified to include the teaching of the language of the immediate environment, that is, mother tongue (L1), at the elementary school level. Based on extensive collection of secondary and primary data, the paper notes the challenges involved in implementing this policy and argues that the development of minority languages in terms of their orthographies and reading materials would lead to an effective implementation of the language policy. This would also contribute to the amelioration of the marginalization of minority languages in the educational system.

Accelerating Academic Achievement and Cultural Proficiency Through Multicultural Literature

Francenia Emery, The Multicultural Resource Center and Rosemont College

James Clark, St. Joseph's University

During this hands-on, interactive session, participants will explore the meaning of "cultural proficiency" and the need for its inclusion across the curriculum for all students. After considering established criteria for selecting and using multicultural materials, participants will examine, critique and suggest specific methods for using of samples of fiction and nonfiction literature in various curriculum areas and grade levels.

LOOPHOLES IN PUBLIC WELFARE

Ellen Eronico, Montgomery County Assistance Office

In this presentation public welfare will be discussed on how it "condones" overstaying illegal aliens by providing public welfare to them (in case of medical emergencies and assistance to children born in the U.S. of illegal alien parents); what the Department of Public Welfare of PA say about it; what the Department of Homeland Security say about it; and some interviews with the Mexican Consul (Philadelphia) and the Philippine Consul (New York), which countries have a high rate of overstaying aliens in the U.S. than any other countries in the world; and some illegal aliens (identity withheld) on their views of their immigration statuses here.

Faith and LGBT Identified Students

Hannah Everhart, Juniata College

I have an internship with the Unity House examining how intrinsically woven gender and sexual orientation are to all facets of an individual's life. In particular I will examine how LGBT students perceive religion and interact with organized

religion. Conversely, I will also look at how clergy and other members of organized religion can help embrace LGBT students

Critical Multicultural Conversations: More than a feeling

Greg Goodman, Clarion University

This presentation will present Clarion University's multifaceted programming for diversity enhancement and growth. Featuring a Martin Luther King committee, A Frederick Douglass Scholars program, and an African American Caucus, these three programs work in concert to keep the conversation of diversity and social justice alive and in the spotlight on the Clarion campus.

Through the Students' View: HR 4437 and Immigration Protests of 2006

Ashley Greenwood and Kymberly Bays, Temple University

A presentation of personal experiences concerning our communities during the tumultuous months for immigration reform in spring 2006. Following the passage of HR 4437 in Congress, the United States saw an unprecedented level of discussion and protest toward immigration issues, no where more intense than in large Latino communities in California. How did these communities react to HR 4437? How does any proposed immigration reform affect the responsibilities and objectives of the California (and national) educational system? What are the resources available to newly immigrated students? What are the challenges of educating the population? What ethical issues for educators were raised by HR 4437? These are some of the questions we are aiming to answer in part with a presentation on our personal findings, through statistics, visuals, news stories, interviews. We are not experts in the fields of immigration reform, education or Latino studies, but we witnessed in 2006 the effects of the legislation in our lives, as well as in our communities and feel the issues are worth analyzing.

Guess Who's Coming to School?

Lori Harris, Imhotep Institute Charter High School

Children are people They are not lesson plans PSSA scores statistics or pay checks They are people - human beings Do we treat our students as if they are guests in their own schools? This workshop looks at who are students are, how we treat them, and what we bring to our relationship with them. How do we deal with students outside our cultural norm?"

Help Increase the Peace Project

Jacqueline Johnson, Caring Health Center

Augustina Warton, Centro Nueva Creacion

Help Increase the Peace Project, is a program of the American friends Service Committee which teaches non-violent approaches to conflict resolution and social change. Participants build skills for solving conflicts without violence, analyze the effect of societal injustice on their lives and the lives of others, and work on taking action for non-violent personal and social change. HIP workshops are designed for increasing skill development. All of the HIP workshops use participatory activities and discussions to help participants build community, develop interpersonal skills, analyze the social forces which contribute to violence, and envision steps that would lead to a more just world. Workshop for PA-NAME conference 2009 would be the following: Mini-HIPP workshop (1 hour) Economic Justice and Social Change: Economic justice issues lie at the heart of many issues of oppression and violence. Most participants are quick to note "poverty," "unemployment" and "lack of economic opportunities" as root causes of violence. Facilitators build on this awareness of the connection between poverty and violence, and help participants develop an analysis of economic factors through the following activities: I. Introduction to HIPP and Facilitators II. HIPP Connection: What is Class? (Ice Breaker) A time someone reacted more to my class than to who I am III. Chair Game: to demonstrate the widening gap in distribution of wealth and income IV. HIPP lift: Machine V. Build a Just Community: To envision how a just society would be structured VI. Evaluation VII. Closing: One thing I can do now that will move us towards a just society...

Reel Diversity: A Community Model of Teaching Difference and Social Justice

Brian Johnson, Manna Unlimited Motivations/CAMPUSPEAK

For the greater of four decades educational researchers have documented the value of addressing diversity issues in the classroom; their findings indicate that students are much better prepared to be global citizens in a multicultural and interconnected society when they have been taught to think critically about issues of difference. Educational excellence is borne of a search for knowledge, but that knowledge should be tempered by wisdom, which can be defined as knowledge rightly applied. Understanding the complexity of the issues of life, academic success can be marked by the ability to see multiple perspectives and solutions. Helping students to ponder differing worldviews is crucial in preparing them for productive and reflective lives of leadership, achievement, and service to others. To be knowledgeable and wise, students will need a truly multicultural education; one that teaches them to be self-aware of beliefs, biases, and values, to be aware of the different cultural perspectives around them; to have factual knowledge about others (rather than generalizations), and to have the competency and skills to tailor their behavior to fit and accommodate differing experiences and vantage points. This competency enables students to be prepared to interact and navigate the changing demographic tide in our world. To effectively teach about issues of difference, teachers need to be willing, then, to examine the structural and societal implications, in addition to the personal dimensions of race, gender, ethnicity, nationality, language, ability, sexual orientation, religion, as well as the intersections of the above concepts. Current conversations about diversity consist of arguments about identity politics, and while these subjects are important, to truly understand difference, we must explore these matters from a systemic perspective. Remember, to have a minority, there must be a majority, and significant time must be spent understanding and deconstructing predominance to better explain the minority experience. Admittedly, finding the “right” method for educating contemporary students who, for the most part, are disconnected from the truth of history, is difficult work. Teaching diversity concepts through mainstream American film has proven an effective instructional strategy, especially for connecting with the technologically advanced and visually-stimulated students of today.

Cultural Arts

Susan Kettell, Bainbridge House, Inc.

The story of how a public school teacher in Philadelphia started with nothing but the idea that “everyone’s an artist and everything is art” and transformed a school, building a unique arts program one artist at a time. A class called Cultural Arts uses music, dance, drama and visual arts to expose all the students to many art forms while also teaching the countries and cultures of the world. 1st graders learn complex polyrhythm’s on djembas with a master drummer from Ghana, instilling the centrality of the drum in all cultures. A 4th grade girl’s original lyrics are set to music by a professional composer, then sung to her classmates and parents by a professional choir. Twenty two students choose to give up recess once a week to take violin lessons. An entire 7th grade class learns scenes from Romeo and Juliet with one of Philadelphia’s top actors and how Shakespeare invented language. Starting ten years ago with virtually an empty classroom and no money for resources or supplies, the program now includes six artistic disciplines and fourteen partnerships. What is essential to a child’s education and development? What makes a school a school? With the ascendancy of No Child Left Behind and the focus on literacy and math as measured in standardized tests, have we left behind an essential ingredient? In our haste to improve public school education especially in the inner city, did we cut out the heart? What is critical to a child’s educational environment? What is catalytic to the education of all? If the arts are increasingly at the center of our 21st century culture and economy why have they been exorcised from the curriculum? This is the story of what one dedicated teacher, dozens of respected artists, and an energetic principal at an inner city school in a beleaguered school district that the superintendent threatened to close created against inertia, hopelessness and the notion that art is a luxury item and therefore not something that poor schools in underfunded districts can afford. This film will show how grass roots partnerships grew to equal more than the sum of its parts. E. M. Stanton School and Bainbridge House, a non-profit neighborhood advocacy group developed an affordable and effective Arts program that incorporates world cultures and geography. From conception and evolution to successful execution, this shows that it is possible; that the costs are reasonable and outcomes extraordinary for the entire school community. The film will highlight the perspectives of the students, teachers, artists, principal and parents and show what can happen when vision and faith are accompanied by creativity and determination. This presentation will include a 28 minute film describing the program; further details provided by the founder of the program; with questions and answers on how this can be replicated or serve to inspire others to create their own similar program.

Technicolor in a Not So Colorblind World: Creating Safe Spaces for LGBTQIA Students

Michelle Kline and J Mason, The Bryson Institute of The Attic Youth Center

What does it mean to support LGBTQIA students? Typically a group that is vastly overlooked when talking about at-risk youth, this workshop will go over the specific barriers to lesbian, gay, bisexual, transgender, questioning, intersex and ally young people. From elementary through college, there are many concerns that may go unaddressed in schools, whether is how to be inclusive of LGBTQIA parents, gender variant children, appropriate access to healthcare or creating comprehensive anti-discrimination policies. Participants coming out of this workshop will be able to begin identifying situations that may be unsafe for LGBTQIA individuals within their institution and begin formulating ways to combat them.

Crossing epistemological and cultural borders to develop critical consciousness in the social studies classroom: A study in the disruption of Hegemony

Virginia Lea and Dave Powell, Gettysburg College

Hegemony is a powerful force. It masks the origins of the ideological discourses it represents. In the classroom it may be represented in the selective, dominant narratives about United States history that occupy a disproportionate amount of weight and space in social studies textbooks and classrooms. Hegemonic historical narratives, for example, “bamboozle” readers into thinking those narratives are grounded in “truth,” and, by this virtue, are natural and normal. They conceal the ways in which past and present socioeconomic, cultural, political and educational processes reproduce the power and privilege of those who inhabit white, upper and upper-middle class, male, heterosexual and able-bodied identities. This workshop addresses the following questions: 1) What can teacher educators do to help pre-service teachers recognize the hegemonic, selective nature of dominant, traditional, “common sense,” taken-for-granted social studies and education foundations narratives?; and 2) How can teacher educators help pre-service teachers develop and implement a “pedagogy of empowerment” in their classrooms through which they can identify and produce counter-narratives that challenge the normalization of hegemony? The workshop will begin with an exercise in which participants will be invited to experience two effective counter-hegemonic exercises that the facilitators have offered their student teachers in social studies methods classrooms. This will be followed by a presentation in which the facilitators will share the outcomes of these exercises with workshop participants. The workshop will conclude with a frank and open dialogue about the nature of hegemony and its role in shaping educational outcomes.

Opening the gates: Political clarity in the work of college access staff

Kristine Lewis, Drexel University

Counseling in urban high schools has been less than adequate to the task of creating a college-going culture and assisting students with the navigation of the college application process. College access programs seek to redress these inadequacies. Recognizing the structural and systemic inequities obstructing the educational pathways for urban high school students, college access programs provide alternative maps to the gates of the ivory tower. In contrast to the counselor’s characterization as “gate keeper,” I propose that college access staff can be cast as “gate openers” (Koerner & Hulsebosch, 1995). In this paper, I draw on the conceptual power of political clarity to explore and explain the work of college access staff with urban high school students (Bartolome, 1996; Beauboeuf – Lafontant 1999, 2002). Findings from this qualitative study reveal the critical analysis of education possessed by college access staff and how they used this analysis to guide students through the maze of the college application process and onto the college campus.

Solid Spaces: Developing exceptional teachers through the Philadelphia Urban Seminar

Timothy Mahoney, Millersville University

This panel will describe how a group of pre-service elementary teachers developed deeper understanding of difference and diversity through participation in the Philadelphia Urban Seminar. More specifically, panelists will reflect on how the combination of field experiences in urban schools, particular learning experiences in the Seminar course, and the shared

experiences of living and learning together in Philadelphia resulted in the establishment and maintenance of a space of solidarity through which the panelists grew in their understanding of themselves and how they envisioned themselves as teachers. The Seminar instructor will provide theoretical backing for the practices in the Seminar, while the students themselves will reflect on their experiences.

Multicultural Children's Literature: An Effective Way to Encourage Tolerance and Respect and Promote Diversity

Jill Martin Rend, Indiana Univ. of PA

Multicultural children's literature provides a myriad of opportunities in the elementary classrooms. First using children's literature aids in the development of reading and writing skills, which we all know are important in the current testing environment. Second, by using multicultural children's literature you can encourage tolerance and respect and promote appreciation of diversity. This session looks at various multicultural children's literature books you can use and activities to extend the students' learning. It also examines how to effectively choose multicultural children's literature books for your classroom and where to look for the best sources of multicultural children's literature books. With a world that is becoming more multicultural every day, we need to promote tolerance and respect in the elementary grades to help our children become better citizens of our society.

In a Foreign Land: Volunteering or Serving a Community Unlike Our Own

J Mason, The Bryson Institute of The Attic Youth Center

For many passionate about creating social equality there is a compulsion to move beyond our comfort zones. Often times that means working or volunteering in communities that may not reflect our cultural and/or economic background. How do we allow ourselves to be effective in our responsibilities, as well as being open to learning about an unfamiliar community in a way that is helpful and not patronizing? This workshop will provide participants a safe space to talk about the stresses of being an ally as well as specific action steps to move them forward into being a present yet unobtrusive supporter.

Promise and Practice: Voices and Perspectives on Socially Just Schooling.

Delois Maxwell, Virginia State University
Audrey Cypress, Richmond Public School District
John Hicks, Southside Virginia Community College
Kennette Lee-Anderson, Richmond Public Schools District

Drawing upon education problems of concern to them this panel of doctoral students in education administration discusses the context of social justice in the school and community. Cypress positions after school programs as a means by which students might have opportunity to ask questions which may not be addressed during the regular school day, while Hicks examines the plight of African American males, and Lee-Anderson discusses neighborhood violence as a challenge to sustaining justice.

Schools as Social Movement Communities: Sustaining Change and Socially Just Education

Delois Maxwell, Virginia State University

What does social change, social justice, and socially just education actually mean and look like to students, teachers, and education leaders? How do these groups view and understand Mahatma Gandhi's position that "you must be the change you wish to see in the world" and Barack Obama's belief that "our time for change has come?" Can schools and districts promote and sustain social change and justice in practice and policy? This paper provides results of a study that addresses these issues and invites the audience to engage in critical feedback and suggestions for alternate perspectives on the issues discussed.

Hearing the voices of "the other:" an oral history approach

Cynthia [Cy] Merriwether deVries and F. Robert [Bob] Reilly, Juniata College
F. Robert [Bob] Reilly [814] 641-3673 reilly@juniata.edu

The session explores the Juniata College African American Oral History Project: its rationale, structure and methods, and how it has informed diversity and inclusion efforts at Juniata. Presentation will introduce oral history methodology so participants will be able to replicate the project at their institutions and/or in their classes.

Got Swagga: Exploration of Social Justice Using the Elements of Hip Hop

Carl Moore, Temple University

This workshop will engage its participants in a highly interactive walk through the 5 elements of hip hop concurrently exploring social justice. Hip Hop heads to those who have limited or no knowledge of Hip Hop culture will have the opportunity to explore Hip Hop in their own way. At the end of the workshop all participants will have knowledge of how hip hop intersects with social justice, and at the very least a little extra "Swagga."

Society Teaching and Disposition

Colleen Morgan, Annemarie Tallarita, Sara Forsburg - Kutztown University

This presentation is about our experiences in the class Society Teaching and Disposition. In this class we were asked to look at our own biases, or admitting that everyone including ourselves had some. The class asked us to look at our own experiences and relate them back to our readings. The most referenced readings were Ruby Payne's A Framework to Understanding Poverty and Jonathon Kozal's Savage Inequalities. My friends and I slowly began to dissect the relationships between all of the friends we have made our freshman year. The three of us were similar in look, that is white and blue eyed, however we came from different socioeconomic classes and began to make sense of past disagreements. Our close relationships with our other friends of different races and cultures were also explained more when we got together to do our core project for the class. We asked our friends to place their hand print on a poster board and next to it put their race, where they were from, and what their parents did for a living. We then told the class how we used what we learned in class to make sense of the relationships we formed and talked about confusion we had before we understood each others "hidden rules".

Challenging expectations: An exploration into one site-based urban teacher education course.

Dr. Jodi Bornstein, Education Department, Arcadia University

Teacher education programs are commonly blamed for not preparing beginning teachers for their work in urban schools. Research shows that prospective and beginning teachers feel inadequately prepared to teach in urban schools, (Aaronsohn, Carter & Howell, 1995; Sleeter, 1993; Weil, 1998) express little or no interest in teaching in urban schools, (Weiner, 1999; Yeo, 1997) and at the same time hold intensely negative perceptions about urban students, schools, families and communities (Lawrence & Tatum, 1997; McCall, 1995; Yeo, 1997). This presentation describes initial findings from a research study on pre-service teacher education students' expectations and attitudes towards urban school teaching. In this study, a pre and post survey was administered to 24 undergraduate teacher education students enrolled in a newly created urban site-based teacher education course. Findings demonstrate that many students' low expectations were challenged and that the site-based model had an integral role in shaping new perspectives. I will describe the partnership model for the site-based course, share findings from the data collected, and discuss implications for teacher educators and teacher education programs.

A Safe Place to Go: A Blueprint for Creating a Culturally Inclusive School Climate for Marginalized Students

Linda Noel-Batiste

Imagine, just for a moment, sitting in classrooms day after day where teachers and students don't look like you or speak your first language. Imagine being harshly taunted and teased about your looks or your size. Imagine walking past your school's top jock and he calls you vulgar names and everyone in his group laughs. Scenarios like these are played out daily for marginalized students. Who are these marginalized students in schools? Put simply, they are powerless and disenfranchised students who exist on the fringes of a school's social dynamic, and they are rarely invited to participate. Coming to school everyday for them is a tortuous and unhappy experience. Unable to find friends or a teacher who

cares, they sometimes revert to a range of attention getting behaviors, including violence. School leaders are obligated to create a safe place for these students and what follows is a blueprint for creating a culturally inclusive school climate for them.

Using Children's Literature to Begin Conversations and Explore Issues of Social Justice

Katherine Norris, Sunita Mayor, West Chester University

Presenters will engage participants in the active use of children's literature to explore the issues of social justice. Participants will have an opportunity to use learn critical literacy strategies that will be useful in helping students engage in conversations and activities around difficult topics. Participants will learn to challenge the author and challenge the text to get at a deeper meaning.

A Cycle to Spiritual Maturity

Samuel Offer, Washington Consulting Group

This session offers an in-depth look at self-awareness and self-work to foster on-going personal and communal spiritual maturity. Successfully enrolling this concept will help us to subjugate the challenge to view multiculturalism through the lens of religion and spirituality; and serve as a catalyst to creating a thriving interfaith community on college campuses and beyond.

Utilizing A Male Mentoring Program to Improve School Discipline and Academic Performance (K-12)

Andrean Oliver, Silas Christian, III, Linda Noel-Batiste - Virginia State University

Having worked in predominately minority schools, we have observed that most of the teachers and principals are females, which is very similar to the home backgrounds of such children. Hence, there are few male role models to induce desired behaviors in male students. Often lacking such desired behaviors, these students use schools as their immediate forums to exhibit their frustration and lack of development. The presenters will use discipline data over time to show how academic progress can be achieved when using a male mentoring program to compensate for home and communities shortages.

The Work Is NEVER Done: Training for New Professionals to the Field or to the State

Rochelle Peterson, M.Ed., Perceptions Unlimited LLC

This session will address approaches to the three major areas of responsibility that frame the work of Multicultural Affairs professionals in higher educational institutions and how to BALANCE IT ALL: Multicultural Education for the campus community; Advocacy and support for groups of students/staff historically underrepresented and/or targeted in higher education communities; and, leadership in creation and restoration of a welcoming and safe campus climate for all constituents related to racial, religious, ethnic, gender, class, sexual orientation, national, and other targeted identities. Learn successful and not so successful strategies the presenter and colleagues have implemented over the past 20 years in higher education. Participants will also have the opportunity to receive coaching for their specific immediate concerns and receive one free consultation within 6 months after the conference.

Are the Walls Really Tumbling Down?

Rochelle Peterson, M.Ed., Perceptions Unlimited LLC

Erica Davila, Ph.D., Arcadia University

This presentation is designed for educators seeking to learn more about the cultural foundations of education. Facilitators will provide participants with the framework for designing social justice courses for teachers in this interactive session. Participants will get the benefit of learning what these teacher/social justice educators learned over several semesters about themselves, their students, and teaching for social justice.

Why do Black Women Yell: Is there is a need for a Black Women Studies?

Iresha Picot, Temple University

The purpose of this poster board presentation will present the data that I have collected through a Qualitative proposal on Black Women's marginalized voices in the fields of African American and Women Studies in the academy. Consequently, it will propose a new discipline where Black Women can express fluidity, creativity, respectability and knowledge production through a separate field of Black Women Studies.

Moving Beyond the Walls that Separate Us: Dialogue and Identity Politics

Lori Pompa and Erin Howley, The Inside-Out Prison Exchange Program

This session will briefly introduce the history and model of the Inside-Out Program, the mission of which is to increase opportunities for men and women, inside and outside prison, to have transformative learning experiences that emphasize collaboration and dialogue and that invite them to take leadership in addressing crime, justice, and other issues of social concern. The session will take a look at how pedagogy that is centered on group process and dialogue can affect perceptions and stereotypes, break down social barriers, and prepare students for social action. The workshop will focus on the opportunities and challenges of facilitating group process and dialogue in which identity politics such as race and gender are a central aspect of the dynamics of student interaction.

The Role of Arts-based Pedagogy in Promoting Content Accessibility for Diverse Learners

Jonelle Pool, Gettysburg College

Kenneth Pool and Charles Dittrich, Leonard Bernstein Center for Learning

This classroom study focused on preparing preservice teachers to use multiple intelligence theory to address issues of classroom diversity instructionally through the modeling of a hands-on, arts-based approach. A primary goal for teacher educators is to help preservice teachers develop pedagogical theory-based tools designed to assist diverse learners. In our experience, preservice teachers may believe their personal academic histories are the gold standard for their practices; they often overlook the implications of theory that challenge personal paradigms. When faced with new information, novices may discount the utility of what they are learning because they have not personally experienced such practices. To further explore instructional practices applying diversity, thirty-five preservice teachers enrolled in Educational Psychology classes participated in an interdisciplinary geometry lesson modeling Artful Learning™ curriculum to the study of multiple intelligences. Geometry provided the vehicle for exploring multiple intelligences as students were required to identify and described geometric concepts and relationships by photographing geometrical elements authentically on campus as part of the lesson. Assessment of lesson objectives revealed that students were motivated by participating in arts-based pedagogy to explore geometry and that they realized the benefits of such an approach for positively impacting the learning of diverse learners. However, participants had difficulty translating theory into practice when creating their own original lesson plans. Discussion includes reflective responses of preservice teachers to inquiry and arts-based classroom instruction for enhancing student understanding of instructional modifications for diverse learners, as well as implications for integrating art pedagogy in professional practices.

Learning Communities: Bridging the Gap Between Academic and Student Affairs

Maria Sanelli, Torrey Reynolds, Kutztown University

Vincent Tinto's principles of successful retention lay out best practices to increase the persistence of first-year college students. The Frederick Douglass Institute (FDI) of Kutztown University has developed a Living Learning Community (LLC) that effectively implements Tinto's principles thus enhancing university's retention efforts. The FDI LLC is distinguished from other living learning communities in that is designed specifically to increase the retention of incoming freshmen from underrepresented groups and promote diversity among students from all ethnic backgrounds. The panel will include three students currently participating in the FDI LLC.

Diversity and the Graduate Record Examination (GRE)

Maurice C. Taylor, Ph.D., J.D. - Chair, GRE Board, Morgan State University

Developed and administered by the Educational Testing Service (ETS), The Graduate Record Examination GRE® General Test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that are not related to any specific field of study. Taken by more than 550,000 students each year, and with score reports delivered to more than 3,100 graduate institutions annually, the GRE General Test scores are typically used by admissions or fellowship panels to supplement undergraduate records and other qualifications for graduate study. The scores provide common measures for comparing the qualifications of applicants and aid in the evaluation of grades and recommendations. This session will address questions regarding the fairness and validity of the GRE General Test as it applies to racial and ethnic minority students and to women. The goal of the session is to provide conference and session participants with information about the programs and initiatives that ETS and the GRE program utilize to insure and sustain diversity in the development and administration of the GRE General Test. The session will cover diversity initiatives of the GRE Board and the GRE Program. Information about revisions to the GRE General test will be shared. Details of focus group and survey research initiated by the GRE Board to identify minority students concerns with the GRE General test will be explored.

Undergraduate Teacher Candidates Perceptions of Change as a Result of Participation in a Cultural Immersion Program

Claire Verden, Shannon Holly, Jeanne Wysocki, Stephanie DeDominic, Katie Windle – West Chester University

Undergraduate students and their faculty advisor will present a discussion around their experiences in a cultural immersion program during a two-week practicum where they lived and taught in Philadelphia public schools. Research from student journals will be shared with growth over the course of the experience discussed and the ways in which perceptions of inner city schools changed as a result of this program.

Using young adult literature to examine issues in critical multicultural education

Beth Wassell and Jill Perry – Rowan University

Jodi Bornstein – Arcadia University

In this session, we describe our analysis of a young adult fiction literature circle activity that was incorporated into a critical multicultural education course for preservice teachers. Using an action research methodological framework, we found that students were able to make connections between the young adult texts and specific course concepts; they were able to connect the readings to their past experiences; they were able to understand experiences they had not had themselves; and they experienced multiple perspectives through the readings and discussions. We will describe how participants can replicate this activity and discuss implications for teacher educators, K-12 teachers, and administrators.

Overcoming Resistance: Tools for Teaching About Diversity in a Teacher Education Program

Rodman Weston, Janet Ferguson, Barrel Gueye – East Stroudsburg University

John McKnight, Jr. – Lehigh University

As four culturally diverse professors in a Pennsylvania state university teacher education program, we have embarked on a journey to explore our individual and collective influences on the attitudes and understandings of our white, middle class students who come from rural, non-diverse backgrounds. Due to the increase in the diversity of school children across the country, we recognize the need to move our teacher education students to appreciate difference and become culturally responsive in their teaching. This study addresses and measures the perceptions that our students react with resistance to issues of social justice. By designing a series of lessons and varying instructor configurations we documented students' reactions to topics of social justice and to us as diverse teachers. Through surveys, observations, interviews, and analysis of assignments we clarified the extent to which students' beliefs, attitudes, and knowledge base were changed, and not changed, by the teaching methods and equity topics we exposed them to. In this presentation, we will share the preliminary findings regarding how team teaching, and careful design and execution of classroom assignments can serve as change agents to move our students to greater understanding of and tolerance for social justice issues. Implications for curricular and instructional design for teaching about diversity, and questions and design for future research will be offered for discussion.

Pennsylvania Socioeconomic Status

Josh Wuchter, Kutztown University

This poster shows the socioeconomic status of Pennsylvania as long as forty years ago, and as recent as 2007. These statistics can be used to show trends for the future.