

A.0 Concurrent Sessions

12:00 PM – 1:15 PM

A.1 Interactive Session

Room

Coaching and Professional Development for Teachers of Diverse Learners

PRESENTERS:

Annela Teemant, Associate Professor, Indiana University-Purdue University Indianapolis

Amy Wilson, Adjunct Instructor, Indiana University-Purdue University Indianapolis

Catherine Bhatena, Doctoral Candidate, Indiana University-Purdue University Indianapolis

Participants will explore the impact of a critical socio-cultural instructional coaching model specifically designed for urban teachers. Participants will consider how coaching toward a ‘critical stance’ shifts teachers’ and students’ identities, use of power, and agency in the teaching-learning process. Effects on student achievement will be discussed. Video clips of teaching will be showcased.

A.2 Interactive Session

Thompson Hall, Room 395

A Critical Inquiry Group Focusing on Equity and School Culture

PRESENTER:

Susie Askew, Assistant Principal, Lincoln High School, Tacoma

A.3 Learning & Teaching about Human Genetic Variation and Race Symposium continues

Schneebeck Concert Hall

(Please see description in Spotlight Session 3)

A.4 Roundtable Discussion

Upper Marshall Hall

Disrupting Destructive Cycles: Mapping Change in Education and Criminal Justice Systems

SESSION FACILITATOR: Pamala Sacks-Lawlar, Substance Abuse/Evidenced-based Expansion Administrator, Juvenile Justice & Rehabilitation Administration

ROUNDTABLE TITLES AND LEADERS

Table 1: Adverse School Culture: Costs of Excluding Students from the K-12 System

Organizer: Dan Newell, Assistant Superintendent, Secondary Education and Student Support, Office of Superintendent of Public Instruction

Two Facilitators: Jess Lewis, Program Supervisor for Behavior/LAP, Readiness to Learn, and K-12 Discipline at the Office of the Superintendent of Public Instruction, and Marie Flores, Director of Title II, Part and Special Programs at the Office of the Superintendent of Public Instruction

Table 2: Behavioral Health--Early Prevention and Treatment Needs of Vulnerable Youth and Adults

Organizers: Pamala Sacks-Lawlar, Substance Abuse/Evidenced-based Expansion Administrator, Juvenile Justice & Rehabilitation Administration, and Darryl Poston, Program Administrator for the Integrated Treatment Model within the Department of Social and Health Services, Juvenile Justice & Rehabilitation Administration

Two Facilitators: Judge LeRoy McCullough, King County Superior Court, and Dr. Bill James Adjunct Faculty, Seattle University, Multicultural and Relationship and Pastoral Therapy

Table 3: Transition: Realities to Re-entry

Organizer: Warren Gohl, retired prison and community offender caseload supervisor with the State Department of Corrections and Traditional American Indian Religious Services Provider of United Indians of All Tribes Foundation to Department of Corrections

Two Facilitators: Keith James, Tribal Liaison, Juvenile Justice & Rehabilitation Administration; Bonnie Glenn, Director of Community Programs, Juvenile Justice & Rehabilitation Administration; and Darryl Poston, Program Administrator for the Integrated Treatment Model within the Department of Social and Health Services, Juvenile Justice & Rehabilitation Administration

Table 4: Schooling as Containment: Alternative Schools and Special Education

Organizer: Pamala Sacks-Lawlar, Substance Abuse/Evidenced-based Expansion Administrator, Juvenile Justice & Rehabilitation Administration

Two Facilitators: David Charles, Regional Administrator, Region 3 JR Community Programs, and Isa Nichols, Executive Director, Maxine Mimms Academie

Table 5: Invisible Debt Trap: The Cost of Freedom

Organizer: Clinton Taylor, Inspirational Speaker/Life Development Professor

Facilitators: Arnold Alexander, Executive Director, Interaction Transition, and Clinton Taylor, Inspirational Speaker/Life Development Professor

Table 6: Disenfranchised Youth: Addressing the Needs of Homeless and Foster Youth

Organizer: Dan Newell, Assistant Superintendent, Secondary Education and Student Support, Office of Superintendent of Public Instruction

Two Facilitators: Katara Jordan, staff attorney at Columbia Legal Services, and Catherine Hinrichsen, project manager of the Seattle University Project on Family Homelessness

This discussion engages the expertise of participants in a platform of critically integrated round table discussions to design a future that disrupts the collusions and collisions which intensify the negative impacts of racism in the criminal justice and education systems.

A.5 Workshop Session

Howarth Hall, Room 212-214

Penned In: Exploring the Role of Language as a Barrier, Tool, and Weapon

CHAIR: Linda Williams, Associate Professor, University of Puget Sound

PRESENTER: Carletta Carrington Wilson, Educator and Literary and Visual Artist

Using prison as a metaphor for imprisoned thought and barred discourse this hands on workshop explores how poetry unlocks language's hold and dismantles dominating discourse.

A.6 Panel Session

Wyatt Hall, Room 109

Whiteness in the Colorado Academy?!: Professors, Graduate Students, and Academic Advisors Combatting Whiteness in Academia

PANELISTS:

Geneva Sarcedo, Doctoral Candidate, University of Colorado Denver

Cheryl E. Matias, Assistant Professor, University of Colorado Denver

Roberto Montoya, Doctoral Candidate, University of Colorado Denver

Sheila Shannon, Associate Professor, University of Colorado Denver

Whiteness operates in higher education to maintain white supremacy and the domination of students, staff, and faculty of color (Brunsma, Brown, & Placier, 2013). Given this, how does whiteness impact students, staff, and faculty of color and their white allies at a predominantly white institution? What structural and institutional oppressive forces exist both within and outside of the classroom? How can these forces be addressed, disrupted, resisted, and dismantled in higher education? This panel will address these questions and more from the perspective of tenured and tenure-track faculty, an academic advisor, and a doctoral student and lecturer at one public medium-sized Research I institution. The panelists will engage the conference theme of institutional readiness and transformation as they share their research and counterstories (Solorzano & Yosso, 2002) relevant to combating whiteness in the academy, which requires resistance to hegemony and illuminating the ways in which individuals can work toward institutional transformation.

A.7 Panel Session

Trimble Forum

Ethnic Studies/Racialized Communities Studies, Spaces for Pedagogical Practices that Incite the Imagination

PANELISTS:

Sonia Abigail Sánchez, Doctoral Candidate, Graduate Center, City University of New York

Andrew Cory Greene, Doctoral Candidate, Graduate Center, City University of New York

Michael Domínguez, Doctoral Candidate, University of Colorado, Boulder

Helen Neville, Professor, University of Illinois, Urbana-Champaign

Across the United States, Ethnic Studies/Racialized Communities Studies programs are under attack in high schools, community colleges, and undergraduate four-year institutions. This is occurring despite substantial empirical evidence of positive academic and “civic” outcomes for students enrolled in Ethnic Studies/Racialized Communities Studies courses, and ongoing discussions among policy makers and reformers about what innovations might be employed to close the persistent opportunity gap between White students and students of color. In this panel session, we review the empirical evidence on academic, personal, and civic benefits of critical Ethnic Studies/Racialized Communities Studies for students, faculty, and university cultures. Through a collection of ethnographic imagery from our varied experiences with such spaces, we highlight key principles of pedagogy and praxis which characterize the core contributions of successful Ethnic Studies/Racialized Communities Studies: (a) Academic Engagement, Motivation and Persistence for Students of Color; (b) Intergroup Dialogues between Students of Color and White Students; (c) Supports for Students of Color Navigating Contentious Contexts; (d) A more Authentic Curriculum; and (e) Civic Engagement and Socio-political Responsibility. We conclude that based on the literature and our own empirical evidence, Ethnic studies is a powerful, intellectual and ethical space for enacting revolutionary and liberatory transformation of educational institutions, holding within it the means to disrupt and resist the cynical, racialized attacks that have and continue to be leveled against it.

A.8 Panel Session

Wyatt Hall, Room 101

Liberal Personhood and Racialized Structures in Professionalizing Institutions

Interdisciplinary Pedagogy: Incorporating Psychoanalysis and Critical Race Theory in the Classroom

Megan Obourn, Associate Professor, State University of New York, College at Brockport

This paper discusses ways we might use the teaching of psychoanalytic concepts in relation to critical race theory and literary analysis to better incorporate an understanding of the psychic effects of race and racism in the classroom. It suggests that our institutionalized distancing from the recognition of the constant circulation of racialized internal objects in our lives and thinking prevents us from teaching both critical race theory and psychoanalysis in ways that would radically transform our own and our students’ thinking.

Assessing the Neoliberal Student

Alissa G. Karl, Assistant Professor, State University of New York, College at Brockport

Neoliberal economic and political paradigms have made their way into educational administration and policy and have had a profound impact on our imagination of the student as a citizen and subject. This paper outlines the process and means by which the student under neoliberal educational policy is “disarticulated” and discusses the ways in which this process is both historically related to legacies of enslavement and racial disenfranchisement, and is differentially directed toward students of color and low-income students. In particular, I examine how the rhetorics and techniques of student assessment enact neoliberal imaginaries of the subject in ways that quite literally break apart the student’s self-directed, incorporated agency. By understanding the ways in which such economic and political presumptions circulate as common sense, we can become aware of the ramifications of (frequently well-intentioned) administrative measures to address our students as full, capable and incorporated agents that are capable of intervention and change.

Skin Color Discourse in the Psychoanalytic Academy-An Interrogation

Annie Lee Jones, Clinical Psychologist/Psychoanalysis and Military Sexual Trauma Coordinator, Department of Veterans Affairs

In current psychoanalytic institutions and practices there are bridges and boundaries between the racial other, the larger society, and psychoanalysis as an enacted profession and professional community. This paper looks at the way blackness circulates within current psychoanalytic thought and training and suggests important ways in which analytic training could free itself of historically embedded fears of reprisal and/or disavowal.

The Legacy of Institutional Racism and Its Impact on those Perceived as the Other

Janice Bennett, Private Practice and Speaker, Psychology and Psychoanalysis

This paper will explore the dynamics when the ideals of a democratic society confront the reality of the marginalized status that is assigned to analysts of color. Psychoanalytic training institutes remain bound by the legacy of discrimination and racism where privilege and power remain in the hands of Euro-Americans who control the admission process.

A.9 Panel Discussion*Murray Boardroom***Everyone Has a Story to Tell: Using Personal Narratives to Communicate Issues of Identity and Social Justice**

MODERATOR: Sharon Chambers-Gordon, Director, Graduate and Undergraduate Fellowships, University of Puget Sound

PANELISTS:

Czarina E Ramsay, Director, Intercultural Engagement, University of Puget Sound

Tyler Pau, Assistant Director, Residence Life, University of Puget Sound

Danielle Manning, Career Advisor, University of Puget Sound

Roy Robinson, Director, International Programs, University of Puget Sound

Ellen Peters, Director, Institutional Research and Retention, University of Puget Sound

Lori M. Ricigliano, Associate Director, Information & Access Services, University of Puget Sound

Personal narratives can be powerful and persuasive stories about identity. They help us interpret and evaluate ourselves, others, and the world we live in. In this panel presentation, staff will speak directly in their own words about their personal experiences living in a diverse, polarized society. They will touch on themes from Dr. Maura Cullen's book *35 Dumb Things Well-Intended People Say* and illustrate common statements used in everyday conversation, such as "I don't see color," "Some of my best friends are...", "I know how you feel," and "It was only a joke." Conference participants will engage in a vibrant conversation about the impact of these and other statements and recommend effective responses.

A.10 Presentation**Room****Preparing Teachers and Students for Liberatory Pedagogies**

CHAIR: Tanya Grace Velasquez, Lecturer, University of Washington Tacoma

Student Voice, Cultural Nakedness and Wearing the Emperor's Clothing

Frederick Douglass Alcorn, Cultural Empowerment Plus and Associates

Whether working in school, community based organizations, or adjudicated rehabilitative institutional settings, facilitating and supporting the engagement of authentic student voice for social change and learning in ways that are inclusive of the ethnicity, cultural, gender identity and social experiences among youth of color and working class youth so as to enhance their learning and educational achievement and social-psychological welfare, remains a significant challenge. The purpose of this presentation is to further define and identify strategies that are aimed at cultivating student voice as agents for social change.

Toward an Embodied Liberatory Pedagogy: Mindfulness, Student Resistance, and the Limits of Fast-Track Teacher Prep

Jennifer Cannon, Doctoral Candidate, University of Massachusetts, Amherst

This paper explores the challenges and possibilities of implementing mindfulness and contemplative pedagogy in the field of social justice teacher education. Utilizing women of color feminism as both a theoretical framework and a pedagogical foundation, my co-instructor and I wanted to create space in our classroom for emotional inquiry and embodied learning. Using practitioner research and performance autoethnography, this study examines the theme of student resistance and seeks to understand the role of emotion and embodied pedagogy in the classroom. The research site is a graduate course that introduces pre-service secondary teachers to the theory of critical multicultural education and provides a socio-political framework for understanding systems of oppression. Contemplative pedagogy was integrated into the course in order to help facilitate an open state of awareness and 'being present' with the emotions that arise when talking about challenging topics. The following contemplative practices were used in the course: short meditations, both guided and silent, reflective journaling, relational mindfulness, and contemplative reading exercises. Some of these practices were embraced while others were resisted. This research attempts to analyze the macro context of this resistance, including a critical examination of fast-track teacher prep programs and neoliberalism in teacher education.

Awakening Critical Consciousness and Fostering Social and Moral Imagination: Radical Pedagogy for Pre-Service Teachers

Rosalie Romano, Associate Professor, Western Washington University
Barbara Waxman, Instructor, Western Washington University

Two faculty members co-taught a required course on equity and diversity to primarily white, middle-class elementary and secondary pre-service teachers with little experience of societal or institutional oppression. The dilemma in teaching such a class is that students are unaware of injustice or externalize it, seeing injustice as something “out there” and unrelated to their mission as prospective educators. Therefore, this class called for a radical pedagogy that would render social justice a lived and felt experience – one that would fuel the candidates’ desire to come to grips with oppression and to become advocates for their students. Through scaffolded experiences designed to develop a critical social theory lens, candidates began to identify and deconstruct the barriers to access with which marginalized populations struggle and that are invisible to the dominant group. Scaffolding steps included: Deep and sustained focus on building the academic vocabulary of critical social theory; use of current controversies as object lessons for how to deconstruct meta narratives of dominance; book group selections of memoir and young adult fiction to foster multiple perspectives and social imagination for those who have experienced oppression; and integration of the historical, economic and political contexts of oppression to counter the textbook histories from candidates’ own schooling. This gradual process of critical consciousness-raising culminated in a project which sought to apply a critical social theory lens to a current controversy in education. This paper examines dilemmas encountered and the radical methods that engage – and counter these dilemmas. Candidates’ work and perceptions will be shared.

A.11 Panel Presentation

McIntyre Hall, Room 203

Agency, Narrativity, and Oppression

CHAIR: Ariela Tubert, Associate Professor of Philosophy, University of Puget Sound

PRESENTERS: Maia Bernick, Undergraduate Student, University of Puget Sound

Austen Harrison, Undergraduate Student, University of Puget Sound

Si-Won Song, Undergraduate Student, University of Puget Sound

What kind of effects does oppression have on a person’s identity and possibility for agency? On the one hand, it would seem that oppression has deep effects on a person’s identity and it is ultimately limiting of a person’s agency. On the other hand, such a view may seem to leave the person who is subject to oppression without a possibility for liberation. If the agency of the oppressed is limited, then there seems to be little chance of self-liberation. But if agency under oppression is not limited, it would seem to be up to the oppressed to liberate themselves making it unclear why it seems so difficult and who is responsible for the continuing oppressive situation. In this panel, we propose to investigate the issue of agency and identity under oppression within the conceptual framework provided by the narrative view of personal identity. The narrative view of personal identity holds that a person’s identity is self-constituted by a narrative. We focus on this view because of its potential for both explaining oppression’s deep effect on a person’s identity (oppressive narratives are internalized) and the possibility of liberation through counter-narratives. Education’s liberatory role can also be understood within this framework as one of its roles would be to enable those who are subject to oppression to develop counter-narratives that allow for liberation

A.12 Panel Session

Tahoma Room

Revolutionizing Conceptions and Trajectories of Health and Health Inequalities

CHAIR: Susan Owen, Professor, University of Puget Sound

The Road Less Traveled

Iris Cornelius, Licensed Psychologist, I AM RESOURCES, Minnesota

I AM RESOURCES proposes to address an overview of the interactions between institutional racism and the effects on students and their families of academic achievement, social struggles, school behaviors, and teaching. Through this presentation, I will discuss barriers to addressing mental health needs including a model of intervention and actionable strategies for teachers and other practitioners, as well as students and families of color. I will include video clips of live teaching strategies to develop resilience and focus as we work on early intervention strategies.

Public Health: Exploring the Intersection of Race, Poverty, and Health

Jacques Colon, Health Equity Coordinator, Tacoma-Pierce County Health Department

Christine Stevens, Associate Professor, Community Health, University of Washington Tacoma

How do race and poverty intersect with poor health? That's what the public health system in the United States is continuing to explore, striving to find better ways to describe and address the fact that inequities and negative health outcomes often go hand-in-hand. Identifying and addressing these inequities and their root causes is one of the great challenges that the public health system faces. To achieve health equity and improve health outcomes for all populations, current and prospective health professionals must understand the structural foundations of inequities that diminish health and life opportunities. During this presentation, we will explore how Tacoma-Pierce County Health Department and University of Washington-Tacoma can partner to teach the challenges and complexities of health inequities in meaningful ways. This presentation will include pointing to the use of tools such as GIS mapping to identify and describe health inequities, strategies for teaching both health and non-health professionals about the root causes of health inequities, and how history can serve as a powerful educational tool to illuminate the connections between social changes and health outcomes. We also will explore strategies used in academic settings to understand inequities, including the complexities of the intersection between race, poverty, and health. In addition, we will share lessons learned from past classroom experiences which will help the audience better understand what has and hasn't worked when educating future health professionals about health equity.

Unequal Treatment: Institutional Racism and the Struggle for Diversity in the Profession of Occupational Therapy

Kirsten Wilbur, MSOT, OTR/L, University of Puget Sound

This paper explores why the profession of OT has little diversity within its ranks and what has led to the constructed racial barriers in our academic programs and profession. I use my personal experience as an occupational therapist and as an instructor in a graduate level occupational therapy program to address solutions that have been tried in the past and suggest new ways in which the profession might meet the needs of a diverse population in the 21st century. The tenets of critical race theory (CRT) (Delgado & Stefancic, 2012) are used to help frame the discussion and provide a lens through which to view the systems of healthcare, graduate schools' admissions process, and the experiences of students of color enrolled in a graduate level occupational therapy program.

Ethics and Social Justice

Marc Brenman, Adjunct Professor, The Evergreen State College Olympia

Social justice is an important element of ethics, but is not sufficiently addressed in professional ethics. Placing emphasis on social justice as ethics requires cultivating infrastructural and institutional climate change. American communities are changing fast: ethnic minority populations are growing, home ownership is falling, the number of people per household is going up, salaries are going down, wealth inequalities are growing, the nature of work is changing, jobs are disappearing, and many students of color, particularly men, are disappearing from the educational pipeline. The educational field is largely unprepared for these fundamental shifts. If educators are going to adequately serve residents of diverse ages, races, ethnicities, and income levels, they need to address basic issues of equity. A useful platform for such social equity and social justice approaches is ethics and morality. Ethics is called a "wicked problem" because it is so hard, but it can also be a tool which approaches cultural neutrality. Educators are practical ethicists, who make decisions every day that affect the scales of justice. However, operating values can be in conflict with ethical principles. The philosopher John Rawls has said, "Justice is the first virtue of social institutions." It's useful to think about how operating values can be made to overlap with ethical values. The function of ethics is to regulate and moderate human affairs. Ethical values can help reduce adverse consequences. Through this presentation participants will learn about the ethical underpinning of social equity efforts, and be prompted to explore their own unconscious and implicit biases.

A.13 Panel Session

Wyatt Hall, Room 313

Responding to Institutional Whiteness and Corporatization

CHAIR: Harry Velez-Quinones, Professor, University of Puget Sound

The Anti-Racist Pedagogy Across the Curriculum Project: Challenges and Successes for Institutional Change

Iyekiyapiwin Darlene St. Clair, Associate Professor and Director, Multicultural Resource Center, St. Cloud State University

Kyoko Kishimoto, Associate Professor, St. Cloud State University

Melissa Kalpin Prescott, Associate Professor and Librarian, St. Cloud State University

This presentation will introduce the Anti-Racist Pedagogy Across the Curriculum (ARPAC) Project at St. Cloud State University. The purpose of the ARPAC project is to provide intensive training for faculty committed to incorporating anti-racist pedagogy into courses across disciplines and across campus. Panelists will discuss the development of the project and its major components, both established and in progress. We will also discuss the challenges and opportunities of living into anti-racist values within racist systems, where those committed to anti-racism struggle with developing personal, professional, and institutional identities in relation to this work. The ARPAC Project is one response to “What now?” in that it is an institutional response to the increasing corporatization of higher education, the recent backlash against progressive strides that have been made, and the growing pains that accompany the increasingly diversifying and globalizing demographics of the state and, therefore, higher education. The ARPAC Project provides the critical analytical skills to deconstruct unequal power relations institutionalized in higher education and beyond, and to develop solutions to eliminate racism and other forms of oppression. But more importantly, the project helps us envision what an equitable society can look like and how to move towards it.

The Expectation Gap: International Students in a U.S. Teacher Education Program

Yukari Takimoto Amos, Associate Professor, Central Washington University

This two-year-long qualitative study investigated what expectations the faculty in a U.S. teacher education program had towards international students from Japan with whiteness as a theoretical framework. Findings reveal that the faculty had low expectations of the participants. Their under-performance in academics and their shortcomings in the English language were never seriously addressed by most of their instructors. In addition, the faculty frequently complimented for the international students’ good command of the English language. Although the participants received a high GPA, their academic environment did not adequately prepare them to become teachers. It appears that there was a gap between what these international students expected of the teacher education program and what they actually received.

A.14 Panel Session

Norton Clapp Theatre

Geographies of the Self: Remapping Scholarship and Institutional Life

CHAIR: Bianca Wolf, Assistant Professor, University of Puget Sound

From a Pinay Scholar Warrior of Aloha: Teaching, Mentoring, and Researching for Social Change

Alma M.O. Trinidad, Assistant Professor, Portland State University

I am a woman professor of color at a predominantly White institution. As a first generation scholar from a low-income, Filipino immigrant family, I never dreamt of becoming a professor. Being acutely attuned to the oppressive forces and opportunities that played in my life journey towards becoming a Pinay scholar warrior of aloha, I critically reflect on my work in teaching, mentoring, and conducting community-based research in the areas of sociopolitical development, critical pedagogy of place, and social movements. Based on a critical autoethnography, I propose a framework and apply the three ps: people, places, and processes of teaching, mentorship, and research for social change. This framework has helped and empowered me in becoming a Pinay (Filipino woman) scholar warrior of aloha (love), and is grounded on Filipino and other Pacific island cultures of a woman warrior. It speaks to an anti-colonial stance and social justice that embraces Filipino indigenous values of community, township, and family. Aloha stems from my roots in Hawai‘i, and speaks to a deep commitment to deeply love and fondly care for one’s community and place that has been injured. These values embody the beauty and fierceness in my work and the passion for collective empowerment and social change. Key examples of how this framework informs and applies to my work in teaching, mentoring, and conducting research with and for minoritized communities are provided. Implications are discussed that focus on higher education and its role in promoting critical praxis and social change.

A Pedagogy of Vulnerability: A Self-Study of Social Justice Teaching on the Tenure Track

Jennifer L. Martin, Assistant Professor, University of Mount Union

Through the practice of self-study using currere as the vehicle, the author documents her major existential crisis of her first year: a heightened vulnerability to microaggressions because she asked a predominantly white student population at a historically white institution to think about issues of race and diversity, and to do the hard work: to examine their biases, to think about discriminatory practices, to challenge their thinking. This study is significant for two reasons. First, there is power in story. When one tells a story as opposed to simply reporting data the listener can be inspired, and perhaps transformed. It is my hope upon hearing my story that others will be inspired to tell theirs; and, that this type of inquiry in the field of education will continue to make inroads in a field clogged with quantitative studies that possess no faces. Second, making one's self vulnerable through self-study and revealing the consequences of asking students to do the difficult work, to truly prepare them to work with diverse student populations, is crucial to education as a field because it reveals the dangerousness of this job.

Revisioning Teacher Education: Examining Race with Pre-Service Teachers through Multimodal Autoethnography

Esther Ohito, doctoral candidate and research fellow, Teachers College, Columbia University

This paper describes the experience and implications of a teacher educator's use of autoethnography with pre-service teachers as a means for examining race and racial difference in a university setting. Autoethnography served as both the process and product through which a group of 12 pre-service teachers engaged in a year-long interrogation of the concept of race, their individual racial identities, and the ensuing relationship(s) to social justice. The creation of multimodal autoethnographies chronicling racial identity development engendered the fostering of critical self-examination and the building of an inclusive learning community in the university classroom. By engaging pre-service teachers in the process of developing an autoethnography, the teacher educator cultivated methodical and sustained dialogue about race and racism by stoking individual and collective critical awareness, and inviting investigation and deepening of racial consciousness. Through the development of autoethnographies, pre-service teachers dissected race—as a construction and a reality—and interrogated the manifestations of individual, institutional, and structural forms of racism. This exploration contributed to meaningful and nuanced understandings of—and raised salient questions about—what it might mean to teach in ways that challenge oppression in both the university and the elementary school classroom.

A.15 Panel Session

McIntyre Hall, Room 103

Teaching Counter-Narratives: Indigenous Peoples, History, and Critical Consciousness

PANELISTS:

Glenabah Martinez, Professor, University of New Mexico

Christine Sims, Professor, University of New Mexico

Travis Suazo, Director, Indian Pueblo Cultural Center

Indigenous educators are faced with challenges to teaching counter-narratives of Indigenous history. This session will address counter-narratives of Indigenous history that are not considered “core knowledge” in state curriculum. A focus of the presentation is a discussion of a high school curriculum designed to foster critical consciousness among Indigenous youth in New Mexico.

A.16 Interactive Presentations

Jones Hall, Room 203

Situated critical arts pedagogies: Lessons from Colorado, New York, Wisconsin

CHAIR: Renee Simms, Visiting Assistant Professor, University of Puget Sound

Arts-Based Inquiry: A Transformative Approach to Identity Exploration

Emma Byers, Alumna, University of Puget Sound and Recent Graduate, Higher Education Administration Master's program, University of Denver

This presentation will explore how experiential learning can be a transformative educational experience. Specifically, it will examine the ways that arts-based inquiry can provide space for self-reflection, reflexive dialogue, and the emergence of counter-narratives. Participants can expect to learn about arts-based inquiry as a mode of transformative pedagogy and engage in activities demonstrating the value of using art in classroom-based identity exploration.

Reinventing Diversity Education: The Dialogue Arts Project

Adam Falkner, Doctoral Candidate, Education, Columbia University's Teachers College and Founder and Executive Director of the Dialogue Arts Project.

In an increasingly multicultural society, the need for self-awareness, tolerance and open communication has never been more critical. Despite this, the field of diversity education has struggled to meaningfully respond to that challenge and educators and organizers have grown weary of professional development sessions that seem to merely "fill a quota" in addressing critical issues of race and identity. Reaching beyond those safe, cookie-cutter efforts, this presentation – an introduction to the Dialogue Arts Project – will share combined performance, creative writing and intergroup dialogue practices designed to help teachers, students and organizers collaborate more effectively across lines of social identity and difference. In this demonstrative presentation participants will be introduced to the stages of a typical DAP workshop experience. These stages are: First, an exciting series of live performance poems which build excitement and rapport among participants, and function as a lens through which to view the remainder of the learning experience; second, a series of interactive exercises designed to enable critical self-reflection around social identity, along with brief creative writing exercises and reflection on their own stories; lastly, structured small-group activities to allow for the controlled exchange of personal stories around identity, and contextualization of those stories amidst the increasingly multicultural environments in which they work and live.

Collaborative Arts-Based Initiatives: The Telling Our Stories in Madison Project

Mytoan Nguyen-Akbar, Visiting Professor, University of Puget Sound and Co-founder/Grant Writer of the Telling Our Stories in Madison Project, Madison, WI

The Telling Our Stories (TOS) project met its goals of generating collaborative arts-based opportunities to empower first and second-generation, low-income, and underrepresented minority and immigrant youths to become invested in and obtain critical writing and thinking skills in order to document their family life histories through creative writing and use of new media tools. This report details the goals, methods of implementation, and project outcomes.

A.17 Panel Session

McIntyre Hall, Room 003

Re-segregation as Curriculum: Examining the Relationship between Activism and Scholarship on the New Segregation

CHAIR & DISCUSSANT: Melannie Denise Cunningham, Director of Multicultural Recruitment, Pacific Lutheran University

PANELISTS:

Jerry Lee Rosiek, Associate Professor, University of Oregon

Wayne Au, Associate Professor, Educator; Diversity Council, Chair, University of Washington, Bothell

This first half of the session opens with a summary of the history of desegregation policies and the trend towards racial resegregation in schools over the last 30 years. It surveys recent research on the impact of racial segregation on measurable student learning outcomes. The question is asked: does a focus on test scores and graduation rates adequately represent the consequences of racial segregation in our schools? The session then presents the results of a ten year study of a school district that had its desegregation order lifted in 1999. The study documents the civic dialogue within this community as it restructured its schools in a manner that resulted in increased racial segregation across the district. It examines how the children in the schools interpreted both the public dialogue and the material facts of the new, more racially segregated, school arrangements. The study concludes that the resegregation process communicated messages about social worth and social hope to all students in the district. The latter half of the session stages a critical conversation about two questions raised by this study: 1) Do the messages resegregation communicate to students matter? To whom and to what effect? 2) What kind of activism, scholarship, and policy can reverse the resegregation process. Is a revitalization of 1960's movement politics needed? Or is a different transformation of consciousness, identity, and aspiration going to be necessary?

A.18 Presentation Session

Howarth Hall, Room 203

Embrace the Indigenous Genius of Every Child: A Model of Re-Engagement

PRESENTERS:

Isa Nichols, CEO/Executive Director, Maxine Mimms Academies

Michael Twigg, COO/Director of Technology, Maxine Mimms Academies

Maxine Mimms Academies (MMA) was founded in 2004 by Dr. Maxine Mimms to provide educational services to suspended and expelled youth and return them back to public school. A response to "failing schools, poor teachers, drop-out factory", three years after its inception MMA launched a strategic plan to transform public education in this country. We realize that institutional racism is at the root of this problem in public education. By working with students temporarily displaced from public education, their families, community leaders, teachers and school districts; MMA develops a best practices model for public education. A plan of action research on innovative educational approaches, establishing powerful public and private partnerships, convening collaboratoriums for community stakeholders, providing education, prevention of displacement and intervention for students and families, and building MMA's capacity to perform and help others replicate the model. Today Washington Legislation has passed HB 1418--A dropout re-engagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Maxine Mimms Academies' Re-engagement is about reversing the cradle to prison pipeline to provide education, employment readiness, and jobs.

A.19 Panel Presentation

Thompson Hall, Room 193

Engaging Literacy Practices to Promote Learning for All Students

PANELISTS:

Amy Baunsgard–Heusser, Teaching and Learning, English Language Arts, Office of Superintendent of Public Instruction, State of Washington

Cindy Knisely, Secondary Reading Assessment, Office of Superintendent of Public Instruction, State of Washington

Beth Simpson, Elementary Reading Assessment, Office of Superintendent of Public Instruction, State of Washington

LaWonda Smith, Program Manager, Title I Part A, Reading/Language Arts, Office of Superintendent of Public Instruction, State of Washington

The Reading Assessment team in conjunction with Teaching and Learning will conduct an interactive panel presentation focused on instructional practices that meet the needs of all students, but especially those from historically underserved populations. After a brief review of research on engaging instructional practices, and a “snapshot showcase” of Washington school examples, participants will engage in lessons that they can take back and use with classrooms and school teams. These resources will support teacher conversation and student engagement toward rigorous and joyous literacy instruction.