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WEDNESDAY, OCTOBER 8, 2008

Connecticut Convention Center, Hartford, CT

KEYNOTE SPEAKER



Carlos E. Cortés

“Multicultural Education: Building a More Inclusive American Future”

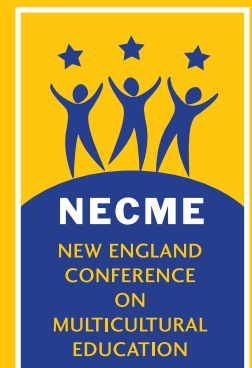
Dr. Carlos E. Cortés is Professor Emeritus of History at the University of California, Riverside. He is the author of *The Children Are Watching: How the Media Teach About Diversity* and *The Making — and Remaking — of a Multiculturalist*. Cortés serves as Creative/Cultural Advisor for Nickelodeon’s Peabody-award-winning children’s television series, “Dora the Explorer,” and its sequel, “Go, Diego, Go!”



Read more about Dr. Cortés on page 4 >

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★ AGENDA ★

- 7:30 – 8:15 a.m. **Registration and Exhibits Open**
- 8:15 – 8:45 a.m. **Cultural Performance**
Asian Performing Arts
- 8:45 – 9:00 a.m. **Welcome**
Dr. William A. Howe, Connecticut State Department of Education, Past-President of the National Association for Multicultural Education (NAME)
- Introduction of Keynote Speaker**
Donna M. Gollnick, Vice President of NCATE, Past-President of National Association for the Multicultural Education (NAME)
- 9:00 – 10:00 a.m. **Keynote Speaker**
Dr. Carlos Cortés, Professor Emeritus of History at the University of California, Riverside. “Multicultural Education: Building a More Inclusive American Future”
- Aileen Halloran, Capitol Region Education Council, President of CT Chapter of NAME
- 10:00 – 10:30 a.m. **Break, Exhibits and Networking**
- 10:30 – Noon **SESSION A**
- 12:00 – 12:45 p.m. **Luncheon**
- 12:45 – 1:15 p.m. **Awards Ceremony**
Dr. Penelope L. Lisi
Central Connecticut State University
Editor, *Multicultural Perspectives*, NAME
- 1:15 – 1:30 p.m. **Break, Exhibits and Networking**
- 1:30 – 3:00 p.m. **SESSION B**
- 3:00 – 3:15 p.m. **Break, Exhibits and Networking**
- 3:15 – 4:45 p.m. **SESSION C**

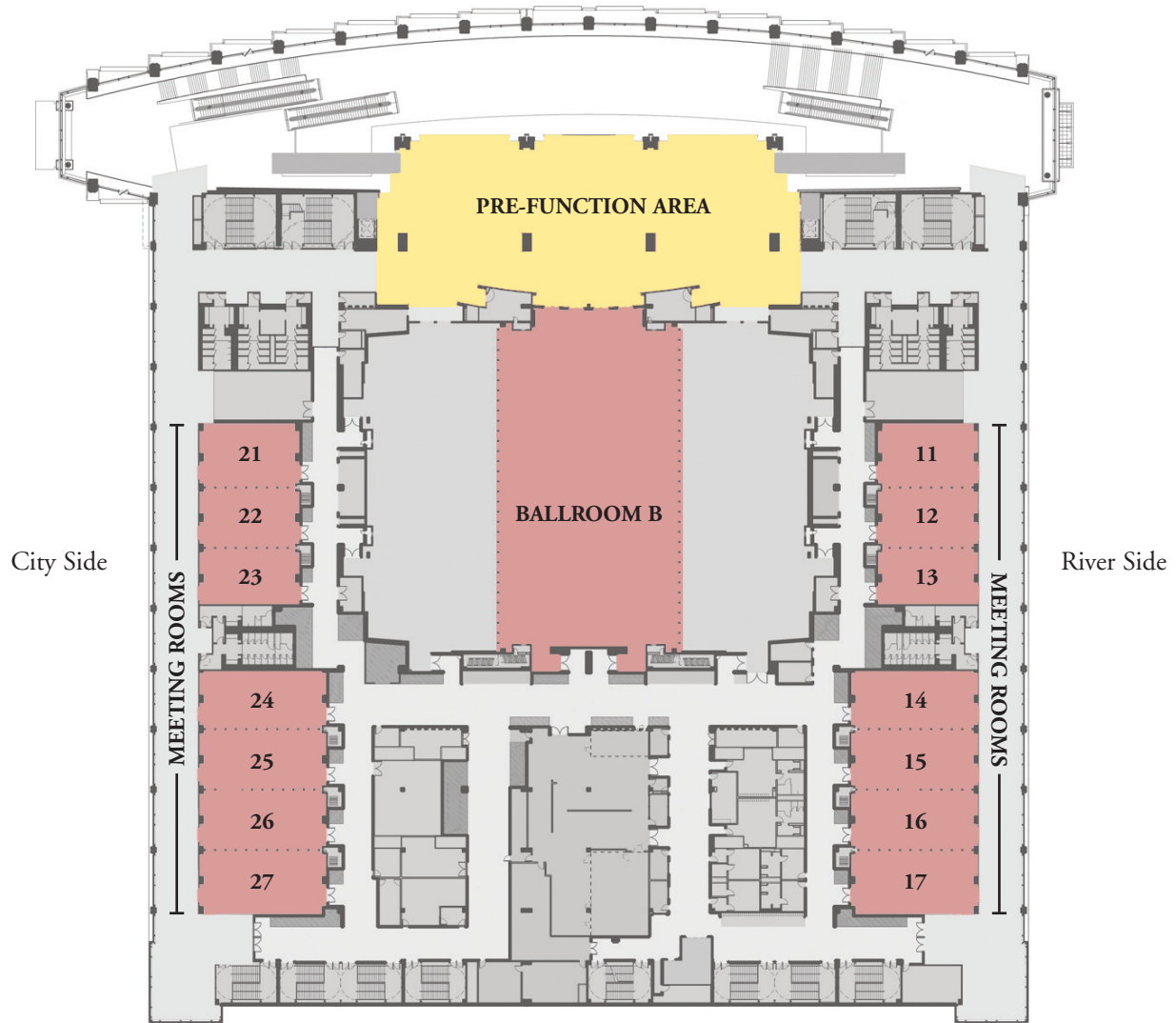
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SPECIAL THANKS

The NECME conference committee wishes to thank the following for their invaluable help with this conference: Felicia Canty, Group Project Administrator and Andrea Wadowski, Graphic Designer, Connecticut State Department of Education; Bill Clay, official conference photographer; and the fabulous conference planning team at ACES – Kathy Johnsen, Dee Colson and Anna DeAngelis.

**★ CONNECTICUT CONVENTION CENTER ★
HARTFORD, CONNECTICUT**



REGISTRATION & EXHIBITS (Located in pre-function area outside Ballroom B)

REGISTRATION

1	6		11	16
2	7		12	17
3	8		13	18
4	9		14	19
5	10		15	20

KEYNOTE SPEAKER

Carlos E. Cortés

Dr. Carlos E. Cortés is Professor Emeritus of History at the University of California, Riverside. Since 1990 he has served on the summer faculty of the Harvard Institutes for Higher Education, since 1995 has served on the faculty of the Summer Institute for Intercultural Communication, and since 1999 has been an adjunct faculty member of the Federal Executive Institute.



The recipient of two book awards, Cortés' publications include *Three Perspectives on Ethnicity, Gaucho Politics in Brazil*, and *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*, while he has edited three major book series, totaling 106 volumes, on Latinos in the United States. He also received

Two of his most recent books, *The Children Are Watching: How the Media Teach About Diversity* and *The Making — and Remaking — of a Multiculturalist*, were published by Teachers College Press, while he is co-author of the Houghton Mifflin Social Studies series and senior consultant for the McDougal Littell World History series. Cortés serves as Creative/Cultural Advisor for Nickelodeon's Peabody-award-winning children's television series, "Dora the Explorer," and its sequel, "Go, Diego, Go!," and he also performs his one-person, autobiographical play, "A Conversation with Alana: One Boy's Multicultural Rite of Passage." His recent honors include the National Association of Student Personnel Administrators' Outstanding Contribution to Higher Education Award, the California Association for Bilingual Education's Inspiration Award, and the University of California, Riverside's Emeritus Professor of the Year Award.

his university's Distinguished Teaching Award and Faculty Public Service Award, the Distinguished California Humanist Award, the American Society for Training and Development's National Multicultural Trainer of the Year Award, and the California Council for the Social Studies' Hilda Taba Award, and was selected by the Smithsonian Institution to be a Public Lecturer.

A consultant to many government agencies, school systems, universities, mass media, private businesses, and other organizations, Cortés has lectured widely throughout the United States, Latin America, Europe, Asia, and Australia on the implications of diversity for education, government, and private business. He has also written film and television documentaries, appeared as guest host on the PBS national television series, "Why in the World?," and is the featured presenter on the Video Journal of Education's training video, "Diversity in the Classroom."

DON'T MISS OUT!

The first 500 conference participants to arrive will receive a free copy of Dr. Carlos E. Cortés' book, *The Children Are Watching: How The Media Teach About Diversity*. Dr. Cortés will do a book signing.

CONCURRENT WORKSHOPS

SESSION A (10:30 a.m. – Noon)

A-1 THEME: English Language Learners

Developing a Framework for Differentiating Learning Differences from Disability for English Language Learners.

An ongoing concern is how to separate learning needs of English Language Learners (ELL) from a disability. The facilitator will present a culturally responsive framework in the assessment process for ELLs. Participants will experience learning challenges that help them identify socio-cultural and linguistic factors that impact the learning and behavior of ELLs. Phyllis Hardy, The Education Alliance at Brown University, Providence, RI. ▶ *River Side, Room 11*

A-2 THEME: Cultural Competence

Understanding “Us” Is As Important As Understanding “Them”: How White Racial Identity Development Theory Can Help White People Be Better Multicultural Educators.

White Racial Identity Development Theory suggests a sequence in how white people understand what it means to be white and view racial issues. Through presentation, self-reflection and discussion, this workshop will help participants consider how white educators’ racial consciousness impacts how they work with students, implement multicultural education and create school policies. Diane Goodman, Diversity Consultant, Nyack, NY. ▶ *River Side, Room 12*

A-3 THEME: School Climate

Making Diversity Count: Harnessing Technology to Build Respect and Combat Bias. This session will highlight the ways in which the ADL’s A WORLD OF DIFFERENCE Institute has harnessed technology to enhance educators’ abilities to create respectful safe classrooms. Learn about Making Diversity Count, an online professional development course that uses the most immersive “learn-by-doing” technology to advance multicultural and anti-bias education. Jillian Tarlov, Anti-Defamation League, Chicago, IL. ▶ *River Side, Room 13*

A-4 THEME: Increasing Student Achievement

A Level Playing Field? Educating Students About Test Score Differences.

This workshop will address concepts and skills educators need to help their students understand how differences in test results and grades of students from different socioeconomic and racial backgrounds are commonly linked to unequal opportunities. Collaborative approaches for addressing the inequities will be explored. Nancy Schniedewind, State University of New York, New Paltz, New Paltz, NY, and Ellen Davidson, Simmons College, Boston, MA. ▶ *River Side, Room 14*

A-5 THEME: English Language Learners

Parents Voice: Affirming Equity in Education. Multicultural educators face the challenge of developing effective strategies to

involve parents of color, especially from immigrant communities. This workshop will address the unique circumstances of ELL families and demonstrate how the strengths perspective, as opposed to the cultural deficit model is a foundation for effective parent outreach and inclusion. Donalda Silva, The Education Alliance at Brown University, Providence, RI. ▶ *River Side, Room 15*

A-6 THEME: School Climate

This Wasn’t in My Lesson Plan! How Anti-gay Bias Impacts Student Learning and Strategies for Change.

This informative and interactive workshop will address the impact of anti-gay bias and harassment on the students and the learning environment. Participants will hear the stories of student experiences, learn and practice new strategies to intervene with consequences, provide student support and provide proactive homophobia and transphobia prevention education. Rosalinda Noriega, Safe Schools Coalition, Olympia, WA. ▶ *River Side, Room 16*

A-7 THEME: Best Teaching Practices

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

This highly interactive session presents a graduate level course designed to prepare teacher candidates and other education students to address issues of social justice education in schools. After providing an overview of “social justice education in schools,” this workshop explores key curricular and pedagogical considerations, and introduces challenging case studies. Alison George, Holyoke High School, Holyoke, MA and Bailey Jackson, UMASS Amherst, Amherst, MA. ▶ *River Side, Room 17*

A-8 THEME: School Climate

Strengthening Our Laws and Policies to Prevent Bullying and Harassment.

This session will provide an overview of anti-bullying legislation in New England. The evolution of Connecticut’s law and the significant strengths of Maine’s law will be emphasized. Also discussed and provided will be a model comprehensive district policy first developed in Massachusetts to prevent bullying and harassment, but now being adopted in other states. Jo Ann Freiberg, CT State Department of Education, Hartford, CT and Randy Ross, New England Equity Assistance Center at Brown University, Providence, RI. ▶ *City Side, Room 21*

A-9 THEME: Leadership in Promoting Equity

The Sheff Movement Coalition: Organizing Parents Across District Lines.

The Sheff Movement Coalition is working to engage parents and teachers in both city and suburban towns in support of the two way voluntary integration programs developed in response to Connecticut’s 1996 *Sheff v. O’Neill* decision. This panel will review the latest progress in the Sheff remedial orders, and will highlight some of the successes of the coalition’s organizing and public education efforts. Philip Tegeler, Poverty

& Race Research Action Council, Washington, DC; Dennis Parker, American Civil Liberties Union, New York City; and Elizabeth Horton Sheff, Hartford, CT. ▶ *City Side, Room 22*

A-10 THEME: School Climate

Trickery, Trolling and Threats: Understanding and Addressing Cyberbullying. For the current generation of teens, e-mailing, IM-ing, text messaging, chatting and blogging are a vital means of self-expression and a central part of their social lives. There are increasing reports, however, that some youth are misusing Internet and cell phone technology to bully and harass others, and even to incite violence against them. This interactive workshop will increase participants' awareness about the unique features and impact of cyberbullying and provide practical information that will help school communities respond effectively to cyberbullying. Marji Lipshez-Shapiro and Michelle Pincince, Anti-Defamation League, Hamden, CT. ▶ *City Side, Room 23*

A-11 THEME: Cultural Competence

Teaching Multiculturalism: The Sikh Next Door. Produced in a quick-paced documentary style, "The Sikh Next Door" video introduces students to four Sikh American youth, who take them on a tour of their bicultural lives. This short film and the accompanying lesson plans encourage all students to think about multiculturalism, diversity, immigration, history and personal identity. Inni Kaur, Lohgarh Sikh Educational Foundation, Fairfield, CT, and Amarjit S. Buttar, Vernon, CT. ▶ *City Side, Room 24*

A-12 THEME: Best Teaching Practices

Teaching the Literature and Lessons of the Holocaust In a Juvenile Detention Center. This workshop will focus on teaching the Holocaust in a transient environment to at-risk youth using Echoes and Reflections – A Multimedia Curriculum on the Holocaust. Participants will leave with methods, materials and strategies for making the Holocaust relevant and accessible for most all students from middle school to adults. Alisa Parcells, Area Cooperative Educational Services, Woodbridge, CT. ▶ *City Side, Room 25*

A-13 THEME: Cultural Competence

Using Culture to Address Climate: Gender & Sexuality Across Cultures. This session uses presenters' experiences in Asia, East Africa, Europe and Latin America to locate gender bias in a cultural context. We share strategies on teaching about cultural differences of gender and sexuality to improve climate. Program increases understanding of the complexity and social constructions of gender and sexuality across cultures. Sherwood Smith and John Mejia, University of Vermont, Burlington, VT. ▶ *City Side, Room 26*



A-14 THEME: Best Teaching Practices

Facing History and Ourselves: Examining Social Responsibility Across a Magnet School. New Haven Academy Interdistrict Magnet School, founded 2003, centers around the magnet theme of the Facing History and Ourselves (FHAO) program. FHAO, an international organization, engages students in complex questions of ethical decision-making, civic responsibility, and prejudice reduction. This workshop will involve participants in the ideas, content, and pedagogy used at New Haven Academy through its work with the Facing History and Ourselves program. Meredith Gavrin and Joe Corsetti, New Haven Academy Interdistrict Magnet School, Hamden, CT. ▶ *City Side, Room 27*

SESSION B (1:45 – 3:15 p.m.)



B-1 THEME: Cultural Competence

Navigating Race, Gender & Sexuality in the New Classroom Culture. Universities and colleges are faced with the changing demographics of the 21st century and what it means for the classrooms. This interactive workshop will focus on multicultural education and cultural competencies for both faculty and academic administrators. It connects theory and practice using interactive scenarios that deal with race, gender and sexuality. Emphasis will be placed on acquiring additional knowledge and strategies to create both an emotional and intellectual safe environment for both students and faculty. Wanda Heading-Grant and Judith Aiken, University of Vermont, Burlington, VT. ▶ *River Side, Room 11*

B-2 THEME: Cultural Competence

Integrating the Native American Perspective into Courses on Race and Culture. In an area of the country with very few Native Americans and many inaccurate media portrayals and stereotypes, it has become difficult to successfully integrate Native American voices into curriculum. Participants will be shown Native American examples that can be integrated into common topics discussed in courses on race and culture. Claudia A. Fox Tree, Lincoln Public Schools, Lincoln, MA, and Elli Stern, Multicultural Initiatives (EMI), Waltham, MA. ▶ *River Side, Room 12*

B-3 THEME: School Climate

Toward an End: LGBT Panelists Share Personal Stories with Q & A. Lesbian, Gay, Bisexual, and Transgender people, and supportive allies from the Stonewall Speakers will demonstrate the model used during speaking engagements for schools, colleges, agencies, workplaces and faith communities. Our goal is to increase awareness of issues facing LGBT youth and adults through personal stories and answering questions. This program encourages support of the mostly closeted queer youth, family members, and educators in our schools and workplaces. Geraldine Burke, and Stephen Thomas, CT Stonewall Foundation, Inc. (Stonewall Speakers), West Hartford, CT. ▶ *River Side, Room 13*

B-4 SPECIAL SESSION

A Conversation with Alana: One Boy's Multicultural Rite of Passage. A one-hour, one-person autobiographical play written and performed by Carlos E. Cortés, Professor Emeritus of History at the University of California, Riverside. In his play, Cortés presents his story of growing up as a young man of mixed ancestry in racially segregated, religiously divided early post-World War II Kansas City, Missouri. The son of a Mexican Catholic immigrant father and an American-born Jewish mother whose parents came from Austria and Ukraine, Cortés had to learn to navigate Kansas City's rigid racial, ethnic, and religious fault lines, while simultaneously dealing with the internal conflicts of his own divided family. ▶ *River Side, Room 14*

B-5 THEME: Leadership in Promoting Equity

40 Years of Project Choice and Project Concern. This session will include a screening of a recently completed 30-minute documentary on the experiences of alumni in the Hartford interdistrict school program, Project Concern, founded in 1966, which was renamed Project Choice in 1997 and has become an integral part of the remedy in the *Sheff v. O'Neill* school integration case. The session will also include a discussion of the latest developments in the Project Choice program, including efforts to expand suburban seats offered for the program. Liz Dupont-Diehl, Sheff Movement coalition, Hartford, CT, and Nessa Oram, Capitol Region Education Council, Hartford, CT. ▶ *River Side, Room 15*

B-6 THEME: School Climate

Mindfully Resolving Conflicts: Facilitation for Diversity Issues. How do we begin a conversation with people culturally different from ourselves? What if they get angry or hurt? Explore how to develop authentic and meaningful relationships, even in conflict or misunderstanding. This professional development workshop uses roleplay and training vignettes, and addresses issues such as racism and cultural differences. Lee Mun Wah, StirFry Seminars & Consulting, Berkeley, CA. ▶ *River Side, Room 16 & 17*

B-7 THEME: School Climate

A Comprehensive Approach to Preventing School Bullying. Bullying behaviors result in many emotional, physical, legal and school related problems. This presentation will provide participants with knowledge and resources to implement an inexpensive, comprehensive bullying prevention program. Participants will be introduced to the 10 strategies that represent best practices in bullying prevention and intervention. Robert Salem and Susan K. Telljohann, University of Toledo, Toledo, OH. ▶ *City Side, Room 21*

B-8 THEME: Best Teaching Practices

Debunking The Model Minority Myth: Teaching Today's

Asian American Students. Since the 1960s Asian Americans have been labeled the “model minority;” smart, financially secure, family-oriented, and model citizens. Over-emphasizing Asian American successes de-emphasizes the problems Asian Americans continue to face from racial discrimination in both public and private life. Additionally, by misrepresenting Asian American success as proof that the United States provides equal opportunities for those who conform and work hard, it excuses our society from scrutiny on issues of race and on the persistence of racism against Asian Americans. Subscribing to this myth has serious implications, particularly within the educational context. This interactive session will offer strategies for educators who need to be on the frontlines helping to debunk the myth. K-12 teachers and paraprofessionals as well as higher education faculty and staff will find this session helpful whether or not they have significant numbers of Asian American students in their classes. Angela Rola, University of Connecticut Asian American Cultural Center, and Kenny Importante, Graduate Student, University of Connecticut, Storrs, CT. ▶ *City Side, Room 22*

B-9 THEME: Best Teaching Practices

Fusion Stories: Next-Gen Asian-American Books for Young Readers. Without a doubt, an Asian American vision has moved into the mainstream of the children's literary world. Five authors discuss why a new generation of readers need stories featuring Asian American characters who are 100% American. Fusion Stories (www.fusionstories.com) critically acclaimed authors include Mitali Perkins, author of *First Daughter: White House Rules*, Newton MA; Paula Yoo, author of *Good Enough*, Los Angeles, CA; David Yoo, author of *Girls for Breakfast*, Boston, MA; Janet Wong, author of *Minn and Jake's Almost Terrible Summer*, Princeton, NJ; and An Na, author of *The Fold*, Burlington, VT. ▶ *City Side, Room 23*

B-10 THEME: Cultural Competence

Muslims in US Schools: A New Challenge for Multicultural Education. Muslims are among the fastest growing minority groups in the U.S., and the presence of Muslim students will create a whole new set of challenges at all educational levels. We will explore some of these challenges and share ideas about how educators can accommodate the needs of Muslim students. Timothy Reagan, Central Connecticut State University, New Britain, CT. ▶ *City Side, Room 24*

B-11 THEME: Best Teaching Practices

Reel Diversity: A Model Approach for Teaching Difference. Mainstream Hollywood film is an excellent tool for teaching, but students must understand movies as harbingers of cultural expectations and beliefs, and not just entertainment. We present proven guidelines for teaching diversity using a framework that deconstructs American culture. We'll discuss strategies for media literacy that minimize prejudice and discrimination. Brian Johnson, Manna Unlimited Motivations, Milton, PA. ▶ *City Side, Room 25*

B-12 THEME: School Climate

Effective Strategies for Educators in Preventing Racial Isolation and Promoting Positive Race and Ethnic Relations in K-12 Schools. In this interactive workshop, school professionals will learn about a practical model they can apply for promoting positive racial and ethnic relations among students and staff, while enhancing educational equity and preventing racial isolation in their schools. Participants will examine the essential conditions needed under the “intergroup contact model,” developed by developmental and social psychologists, for generating positive intergroup relations in schools and other settings. Participants will learn about the practical steps for applying this model to help provide their students a safe, inclusive, and educationally equitable learning environment. Richard W. Cole, Esq., Civil Rights and Safe Schools Consultant, Boston, MA. ▶ *City Side, Room 26*

B-13 THEME: Leadership in Promoting Equity

Diversity and the NCATE Standards. Requirements for diversity in the NCATE standards will be explored at this session. Participants will discuss the development of diversity proficiencies and related performance assessments to determine that candidates actually know the concepts imbedded in diversity and are able to teach ALL students. Donna M. Gollnick, Senior Vice President, National Council on the Accreditation of Teacher Education (NCATE), Washington, DC. ▶ *City Side, Room 27*

SESSION C (3:15 – 4:45 p.m.)

C-1 THEME: English Language Learners

Global Bridges to Literacy: Multimodal Literacy Opportunities for Newcomer Urban English Language Learners. A mother and literacy educator shares insights learned from indirectly participating in co-constructing Standard English discourse with her newcomer adolescent son through videogames, teen chat sites, story sharing time, hip-hop music, and signifying adaptations. The relevance of popular conferencing software applications in modeling appropriate language use will be considered. Immaculee Harushimana, Lehman College Middle and High School Education, Bronx, NY. ▶ *River Side, Room 11*

C-2 THEME: Best Teaching Practices

The U.S. Constitution Through the Eyes of a Fourth Grader. Schools in Connecticut that receive federal funding “must offer an educational program based on the U.S. Constitution.” One teacher discovered her own biases — and that of her fourth graders — as she tried to write a multicultural curriculum for the U.S. Constitution. Susan Hafler, Regional Multicultural Magnet School, New London, CT. ▶ *River Side, Room 12*

C-3 THEME: Cultural Competence

De-Mystifying Islam: “I Am Not Osama.” The words “Islam” and “Muslim” have become associated with fear and hatred. This association is victimizing Muslim children and leads to teasing, bullying, fear and isolation. This interactive workshop will utilize real experiences and honest dialogue to demonstrate how basic knowledge about holidays, attire, diet and life style can facilitate change. Shazia Chaudhry, Graduate Student, University of Connecticut School of Social Work, West Hartford, CT. ▶ *River Side, Room 13*

C-4 THEME: School Climate

Teaching Controversial Issues in School. The objective of this session is to support teachers in discussing controversial issues in classrooms, such as race, poverty, sexism, sexual orientation and homophobia, religion, anti-Semitism, and disabilities. The presenter will share strategies and communication skills on how to discuss controversial issues in the classroom, and will provide lesson plans, resources and information on controversial issues. Ellen Retelle, Central Connecticut State University, New Britain, CT. ▶ *River Side, Room 14*

C-5 THEME: School Climate

Title IX in Public Schools. This presentation provides an overview the requirements of Title IX, which prohibits discrimination on the basis of sex, in public schools. The presentation will address procedural requirements including coordinators, grievance procedures, and notices of nondiscrimination, as well as key substantive areas including sexual harassment, pregnancy, different treatment, single-sex education, and interscholastic athletics. Trina Ingelfinger and Robert Lynch, U.S. Department of Education, Office for Civil Rights, Boston, MA. ▶ *River Side, Room 15*

C-6 THEME: School Climate

If These Halls Could Talk: A Program to Deal with Bullying in Our Schools. “If These Halls Could Talk” is a groundbreaking program for teachers and parents wishing to gain a deeper understanding of bully behavior and school violence. This workshop will discuss the effects of cultural and personal bias on bullying behavior and how one can effectively implement a safe school environment and attitude. Lee Mun Wah, StirFry Seminars & Consulting, Berkeley, CA and John Boiano, Pulse Integration, Vernon, CT. ▶ *River Side, Room 16 & 17*

C-7 THEME: School Climate

Taking Action as School Professionals in Protecting Students from Harassment and Bias-Motivated Violence. This interactive session offers teachers and other school professionals practical tools and strategies to help identify, prevent and respond to harassment based on race, color, ethnicity, gen-



der, religion, disability and sexual orientation in K-12 schools. Participants will view a compelling video about a gay high school student who is victimized by sexual-orientation-based harassment and violence in a suburban high school. Participants will examine the challenges and practical steps they can take to stop the harassment of individual students and address the broader school climate concerns when their students do not feel safe in school. Richard W. Cole, Esq., Civil Rights and Safe Schools Consultant, Boston, MA. **▶City Side, Room 21**

C-8 THEME: Best Teaching Practices

Engaging Literacy Learners Through Drama, Art and Global Multicultural Texts. In this session, the presenters will engage participants in narrative pantomime, choral reading, art conversation, and a one-minute book pass in order to deepen engagement with text, demonstrate multimodal instructional practices, and introduce participants to high quality global multicultural text. Mary Ann Reilly and Jane M. Gangi, Manhattanville College, Purchase, NY. **▶City Side, Room 22**

C-9 THEME: School Climate

Delegating Advocacy for Diverse Learners: Whose Job is it? Assuming an advocacy role is everyone's job. You can be racially, ethnically and linguistically different from your students and be effective by continually developing a critical lens and be willing to adopt an advocacy role. Participants will identify effective practices for diverse learners and co-construct an advocacy practice tool kit. Floris Ortiz, Amherst Regional Public Schools, Amherst, MA, and Elizabeth Capifali, UMASS Amherst, Amherst, MA. **▶City Side, Room 23**

C-10 THEME: Best Teaching Practices

Putting the Movement Back into Civil Rights Teaching. Participants will learn about the civic implications of the traditional narrative of the Civil Rights Movement and about the dynamic, people's history of the movement. Participants will leave with resources and strategies for sharing the accurate story of the history with elementary, middle and high school students. Deborah Menkart, Teaching for Change, Washington, DC. **▶City Side, Room 24**

C-11 THEME: School Climate

Tools for Teaching Cross-Cultural Skills. This workshop is designed to teach cross-cultural skills that will help participants to work effectively with diverse groups. Participants will become familiar with basic concepts related to diversity and inclusiveness and learn innovative approaches for providing sensitive and appropriate education about cross-cultural issues. Presenters are affiliated with CEDHL (Center for Eliminating Health Disparities Among Latinos). Grace Damio, Karen D'Angelo, and Karen Powell-Sears,

Hispanic Health Council, Hartford, CT, and Stacey Brown, UConn School of Medicine, Farmington, CT. **▶City Side, Room 25**

C-12 THEME: Increasing Student Achievement

Increasing Student Engagement and Academic Achievement Through Participatory Action Research. This presentation documents the findings of a year-long participatory action research project in an urban high school. Instead of being positioned as the "problem" within school reform efforts, participants served as researchers developing and delivering recommendations to enhance the professional development of teachers. Student experiences and outcomes are explored. Jason Irizarry and Kristen Negron, University of Connecticut, Storrs, CT. **▶City Side, Room 26**

C-13 THEME: Leadership in Promoting Equity

Writing for Publication. This workshop is designed to assist anyone interested in publishing in professional journals or other related publications in the field of multicultural education. Facilitated by an experienced editor, it is particularly beneficial for graduate students and junior faculty, as well as for practitioners who wish to share information about promising practices in supporting diverse learners. During this interactive workshop, participants will learn about the process for publishing from both a writer's perspective as well as the editor's perspective. Topics to be covered include getting started (selecting appropriate journals, turning dissertations into articles, etc.), the submission and review process, and the relationship of publishing to tenure. Participants will receive an extensive package of materials to support their work toward becoming published authors. Penelope Lisi, Central Connecticut State University, New Britain, CT, Editor of *Multicultural Perspectives*, the official journal of the National Association for Multicultural Education (NAME). **▶City Side, Room 27**



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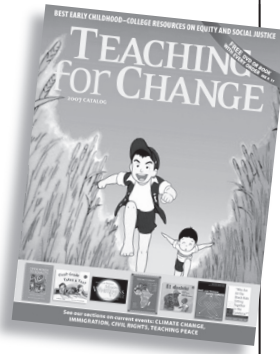
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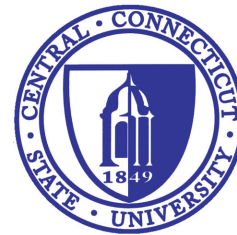
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