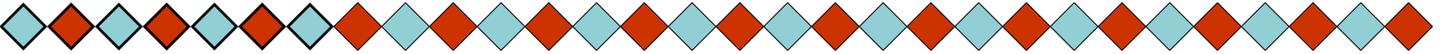




What's the Idea?

GA NAME seeks to Inform, Dialogue, Engage, and Advocate for critical education for all.

Volume 1, Issue 2



What is Multicultural Education?

By Vera Stenhouse

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As the local chapter of a National organization that defines Multicultural Education (ME), GA NAME is aligned with various aspects of National's definition. The select points below, captured directly from the National organization's Website (<http://nameorg.org/names-mission/definition-of-multicultural-education/>), reflect the overlapping tenets that inform concepts, ideas, pedagogical practices in ME for the local chapter.

Multicultural Education

- ◆ is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the U.S., and the Universal Declaration of Human Rights adopted by the United Nations.
- ◆ is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students.

- ◆ advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

- ◆ recognizes that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society.

For those interested in learning additional perspectives on what Multicultural Education is or is not, please consider the list of links and resources found throughout this issue and on page 8. The following sample readings/resources are just a sampler. This list is by no means exhaustive. It contains various views and perspectives. Please read all resources critically.

Multicultural Education Resources and Links

Center for Multicultural Education—
[http:// education.washington.edu/cme/resources.htm](http://education.washington.edu/cme/resources.htm)

Critical Multicultural Pavilion—
www.edchange.org

Lexington Institute—Holland, R. Soifer, D. (2008, December 17). Social-justice multiculturalism comes at a cost *Lexington Institute*. Retrieved from <http://www.lexingtoninstitute.org/social-justice-multiculturalism-comes-at-a-cost?a=1&c=1136>

Continue on page 8.

To learn more about the National Association for Multicultural Education, Georgia Chapter, visit our website or email us.

Website:

www.ganame.org

Email:

ganame2010@gmail.com



A Letter from the President

Dear Educators,

I admit it. I struggled a great deal with my task of defining Multicultural Education for the newsletter. As the president of an organization that defines Multicultural Education, you would think it would be easy. Furthermore, as a field of study, research and approaches to teaching and learning in Multicultural Education abound; however, I was still challenged. Multicultural Education cuts across a variety of subjects and disciplines and means so many things to different people: some accurate, some misinformed, some informed, others uninformed.

The question I kept asking was, “where should I begin?” No matter where I started, each aspect of defining Multicultural Education would be short changed. I convinced myself that to start defining Multicultural Education in the allocated space would by default elevate one aspect while unintentionally minimizing or omitting others.

Nevertheless, I know that starting somewhere and being willing to have your understanding and perspectives challenged is an integral part of a Multicultural Education.

As a matter of practice, I have initially introduced one conceptual approach to Multicultural Education in the form of a

fruit bearing tree. The fruit is often the most desirable, colorful, and accessible part of the tree. The ways schools and organizations focus on the “fruit” is by featuring cultural heroes, holidays, food fests, festivals, and special diversity events of groups considered “outside” the mainstream. Yet, while the fruit is important, it is

just one part of the tree.

The branches of a tree are independent curriculum strands or isolated initiatives that seek to extend or broaden perspectives. Although these strands or initiatives may challenge prevailing norms or the status quo, the fundamental structure of the environment within which such efforts take place remain unchanged. The branches reflect the ways conversations and activities about culture (and other characteristics of diversity) are periodically “added on” (pro active) or might occur in response to a “crisis event” (reactive).

A substantive Multicultural Education goes beyond adding *on* or adding *in*. It is a continual process that becomes integrated into all aspects of a learning environment. It is not limited to a particular person, place, subject, or discipline. The tree trunk of Multicultural Education represents a fundamental shift in thinking, approach, and behavior.

A substantive Multicultural Education goes beyond adding *on* or adding *in*. It is a continual process that becomes integrated into all aspects of a learning environment.

It ceases to be a cursory or isolated endeavor and becomes a collective, systemic, engaged form of teaching, learning, researching, and being. Additionally, learning is

not limited to “the basics” but also fosters deeper more complex levels of understanding. At the same time, it critically addresses the historical, cultural, social, political, and economic contexts of education. In this way, learners achieve a quality education without compromising their humanity in the process.

The roots ground the tree. The roots manifest core values and intended actions that promote measured complex thinking about people and events; allows people to maintain their humanity but not at the expense of others; and spurs individual and collective action/advocacy. Healthy roots grow a healthy tree.

My point of using the tree image is to emphasize the dynamic and organic nature of the field and its definitions. A healthy vibrant Multicultural Education means acknowledging all the parts of the tree must be functioning simultaneously to fully maximize the power and potential of Multicultural Education. It is when we focus only on the fruit or the branches and believe we are working at the trunk and root levels that doing this work becomes problematic.

Your next question might be “how do you do this work?” This is a good question and the central focus of our organization. In fact, future newsletters are dedicated to learning about how you or people you know are “doing this work.” I invite those of you (students, teachers, community members, artists, organizers) to submit a piece right now describing your efforts.

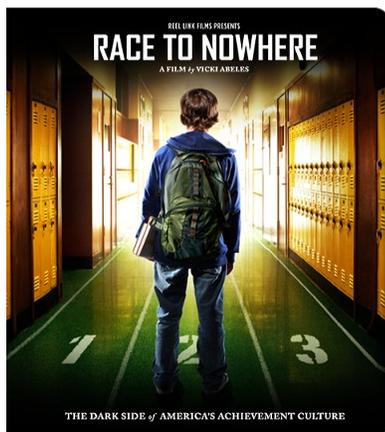
In the meantime, regardless of what I or the organization subscribes to, it is just as important to know how you define Multicultural Education and how those with whom we work and play define it. Furthermore, be prepared and willing to have your definitions challenged. Be willing to engage in dialogue and stay informed on Multicultural Education’s implications for teaching, research, and policy. We hope GA NAME’s efforts continue to nurture your growth and understanding.

Vera Stenhouse



News Watch: *Race to Nowhere* Film Screening and Critical Chat By Vera Stenhouse

On Thursday December 2, 2010, GA NAME sponsored a film screening and critical chat at Emory University for the documentary *Race to Nowhere: The Dark Side of America's Achievement Culture*. The screening was part of an ongoing effort by GA NAME to provide forums to inform, dialogue, engage, and prompt advocacy regarding educational issues. A room capacity crowd of students, teachers, instructors, professors, parents, artists, caregivers, and community organizers gathered at Emory. Attendees were welcomed by a team of gracious volunteers from the community at large as well as from Emory, Clayton State University, Georgia State University, The Ben Marion Institute for Social Justice, and Joe's on Sullivan (College Park) provided food. Feedback for the event was positive and particular appreciation was extended for the professionalism of the volunteers.



Setting the film's context was the astute insights of Emory undergraduate Austin Van Grack and Fahima Ife, an Emory Masters of Arts in Teaching program graduate and current 8th grade social studies teacher. They offered a succinct stellar pre-view to the film's content by sharing their personal stories as a student and teacher and charged the audience to consider the chal-

lenges and opportunities presented in the film.

Race to Nowhere (RTN) is a documentary that grew from the concern of parent and director Vicki Abeles as she watched her children's reactions to mounting school pressures and a stress-inducing culture of achievement. Abeles interrogates the unhealthy results of excessive homework, high stakes testing, and the trap-pings of achievement such as the acquisition of grades, Advanced Placement (AP) classes, extracurricular activities, and the drive to attend ranked colleges.

The physical, emotional, and psychological toll on the film's students resulted in chronic sleeplessness, drug use, cheating, depression, and suicide. The stress on teachers included limitations on their ability to teach thoughtfully, an unrealistic amount of curriculum content to cover in class, excessive bureaucracy, and lack of autonomy. Questions that underpinned the film include: How do schools and society define success? Given our definitions of success, what are the consequences for students' quality of life? What experiences characterize a quality education?

RTN neither aims to incriminate any one particular constituent group (teachers, parents, students, policy makers) nor offers one type of solution. GA NAME concurs that the issues and solutions are multi-layered and sought to explore them

further with a post-film screening critical chat facilitated by Dr. Irma Starr, Director of Education for the Ben Marion Institute for Social Justice (see www.benmarioninstitute.org).

Teachers told personal stories

"Top down pressure makes my job so much harder, and I teach 8th grade which is a retention grade level. I need to ensure that I provide an opportunity for my students to be critical thinkers but also be able to pass the standardized test that has nothing to do with performance based activities such as projects."

-Fahima Ife—participant

which corroborated many of the stressors and pressures detailed in the film and confirmed that the challenges in schools are dire and mounting. Others in the critical chat critiqued the

film itself. One attendee noted that the film predominantly reflected his background as a White middle to upper class student and asked where the voices of other racial and class status groups were addressed. Another attendee, a professor and parent stated that more students needed to be a part of the dialogue that concerns their education.

As intended, the film sparked reflection, discussion, and a clear desire for action to be taken on personal and policy levels. The film charged education advocates to: support more opportunities for play; reduce homework; acknowledge the limitations and reconsider the validity of high stakes testing; challenge the legitimacy of grades as a viable assessment tool; and support creative avenues for learning critical thinking skills. For additional details on the film go to www.racetonowhere.com.

Community Focus: Spotlights educators, organizations, or researchers doing critical educational work.

EmpowerED Georgia, formerly Georgia Education Alliance, is a nonpartisan, education advocacy group dedicated to bringing students, parents, teachers, and the community together in order to ensure public education is a priority in state legislation. Currently, we have over 3,500 members from across Georgia.



> keep members informed of educational issues of educating students.

While these education lobbyists, business people, and legislators were making well-intentioned and theory-based policies, many had not set foot in a classroom since their own time as students. A plethora of these policies did not account for the realities that teachers and students face in the classroom or allow for the importance of teaching skills critical to developing tomorrow's workforce.

Many in the educational community had been voicing a growing frustration that the main players affected by current education policies are often left out of the discussion. Our organization

seeks to tip the scales back in favor of the real reformers – the individuals on the frontlines who have demonstrated a passion for quality education.

EmpowerED Georgia believes in cultivating “convenient activism” by expanding our grassroots base of supporters and providing online tools to empower our members. During the last legislative session, we organized merit pay and 4-H campaigns, resulting in thousands of e-mails being sent to legislators. Our action led to the defeat of the 11th hour merit pay bill and 4-H funding being spared.

We invite you to learn more about our organization by visiting www.empoweredga.org or finding us on Facebook.

Our mission is to:

- > empower students, parents, teachers, and the community to play an active role in reform,
- > work with invested parties to provide solutions to challenges currently facing education,
- > advocate for legislation that improves opportunities for all of Georgia's children, and

Should we be “Waiting for Superman”?: A University-Community Dialogue

By Alyssa Hadley Dunn and Ana T. Solano-Campos



At the risk of this article appearing, should we ever decide to run for public office in the future, we quote Bill Ayers, in his critique of “teacher savior” movies: “a teacher ain’t nothin’ but a hero” (Ayers, 2001). Though his analysis focused on films in which White teachers were portrayed as “saviors” of poor Black children, it seems the dialogue about the superhuman feats needed to change the tide of inequality in schools today has not ceased. Indeed, it has been taken to herculean proportions with the media’s recent attention to and promotion of the new documentary, *Waiting for Superman*. Yet, in our view, instead of teachers as heroes,

the film casts charter schools the new superhero saviors of urban youth.

Before the film came out in theatres, there seemed to be two “camps”—those who eagerly supported the film and its message and those who vehemently opposed it. The first camp included Oprah Winfrey and her guests on a much-talked-about episode of her talk show, in which Bill Gates and Michelle Rhee, two supporters of the charter school reform movement, discussed the failure of

public schools and the need for reform that allowed innovation through school choice. The second camp can best be summarized by one group’s website: Notwaitingforsuperman.com. Developed by educational advocates and scholars, including those associated with the progressive group Rethinking Schools, this group believed that the film and the media attention was

With so many people concerned about education and committed to making a difference in schools, it is clear that we do not, in fact, have to wait for a superhero at all. The change is ours for the making.

Continued on Page 5

Should we be “Waiting for Superman”?: A University-Community Dialogue

Continued from page 4



sending the wrong message about education, thus blaming teachers' unions, teachers, and families for the systematic failures of government to provide equal education for all students. That is, while they appreciated that the general public was finally paying attention to educational inequality, the proffered solutions were not based on what educational research and practice had shown were the best ways to improve schools.

In the midst of this controversy, Alyssa decided to plan an event for her Emory University undergraduate students enrolled in her Education and Cultural Diversity class. She invited other undergraduate majors, graduate students, and faculty in the university's Division of Educational Studies. What she discovered, though, when talking with colleagues from other universities, is that many others were looking for an outlet to discuss this controversial film and a way to get their students involved in the dialogue. What started out as a small class excursion developed into a full-scale event. And so, on October 14th, a group of those affiliated with Emory, Kennesaw State, Georgia State, Clayton State, GA NAME, the Ben Marion Institute for Social Justice, and other local schools and non-profits descended upon the Tara Cinema in Atlanta for a film screening. Following the film, we made our way to the nearby Landmark Diner to debrief and dialogue about what we had just witnessed.

Compelling and thought-provoking

points were made by the participants attending the event as they shared in interdisciplinary, inter-generational, and inter-institutional groups. The reactions were candid, passionate, and meaningful. The discussion was educative, enlivening, and inspiring. A broad range of commentaries surfaced that elaborated on Guggenheim's take and expanded the conversation to academic perspectives and life experiences. For some, the anticipation and controversy surrounding the movie had created assumptions on whether the movie would demonize public education.

Some participants pointed out that the film was not really what they had expected. A scholar stated: "I was not nearly as offended as I had prepared myself to be... there were certainly some problematic pieces of the documentary..., but overall, I thought it was a powerful documentary about the inequities in education." Two professors added that "it [the film] showed that parents really do care about their children and education" and that "in essence, the movie was not subject to an often stereotypical narrative of uncaring, drug-induced, inarticulate, absentee families." Yet, the film received its share of criticisms. Local teachers highlighted the absence of educators in the film: "Let the teachers talk," was their firm demand, while professors' comments ranged from "the film mostly pointed fingers and did not look at solutions individualized for school systems" to "[it] sells the concept of charter schools- a one-sided solution."

Some groups engaged in the conversation from a pragmatic lens, whereas others approached their analysis in more philosophical ways. Teachers, scholars, and students who are parents referred to their children's education as well as to their responsibility as citizens and tax-payers and on how these elements affect their interaction with educational institutions. Others, questioned Guggenheim's portrayal of education, which resembled what Paulo Freire calls *banking education*, and of the purposes of U.S. education in a neoliberal discourse that promotes global competition in mathematics, science, and technology. Dr. Aiden Downey, professor in the Division of Educational Studies at Emory University, elaborated on his insights and posted them in a compelling post titled "A Convenient Lie" in his blog *The Workshop*, which you can access at <http://www.workshopschool.org/blog/>

"These screenings and discussions engender dialogue rather than debate. In this way, we can perhaps focus on the human beings that we are affecting daily in our urgent actions and inactions."

GA NAME's president shared the hope that "these screenings and discussions engender dialogue rather than debate. In this way, we can perhaps focus on the human beings that we are affecting daily in our urgent actions and inactions."

The challenge remains to critically look at films like Guggenheim's rather than to passively consume them. With so many people concerned about education and committed to making a difference in schools, it is clear that we do not, in fact, have to wait for a superhero at all. The change is ours for the making.

Book Review

By Mari Ann Roberts

In a previous life historian Diane Ravich, ex-darling of the radical right and school reform pundits, touted the possibilities inherent in such educational initiatives as NCLB, the charter school movement, and accountability-based standardized testing. She has served as an assistant secretary of education in the administration of President George H.W. Bush and a Clinton appointee to the National Assessment Governing Board, a body that supervises national testing.

Yet, in her latest book, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education* (2010), she courageously shows us the worth of a true scholar, re-evaluating her previous positions and joining those of us who know that the systemic problems of education can and will not be solved overnight.

In her text Ravich claims that the educational standards movement, which she previously supported, has been "hijacked"-transformed into privatization and test-and-punish models that are destroying, rather than improving, education.

Ravich draws on an avalanche of data, to now argue, passionately and persuasively, that school choice, testing and accountability, golden calves worshipped by the educational establishment, are actually largely ineffective, widely misused, and holistically degrading the intellectual capacity of students.

She systematically proceeds

through a who's who of educational reform, explaining how reforms such as Balanced Literacy, "get-tough" superintendents, the business model, NCLB, school choice and accountability movements, pay for performance, and Teach For America, have been a disaster, causing larger problems that those they set out to address. For example, Ravich launches a withering assault on the No Child Left Behind legislation of President George W. Bush, and explains how, by measuring success only in relation to exams in reading and mathematics and stigmatizing and sanctioning schools that do not make "adequate yearly progress," NCLB provides perverse incentives to "teach to the test" and narrows school curriculum, providing less time for science, social studies, history, geography, foreign languages, art and music.

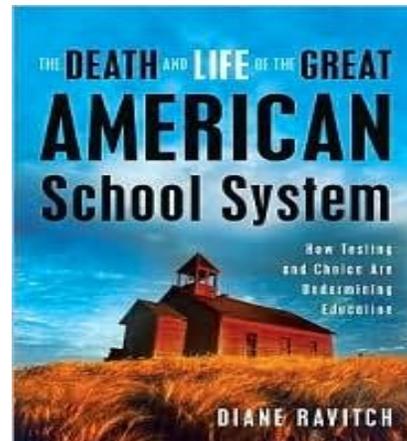
"A scholar who loves comfort is not fit to be called a scholar."

~ Confucius, Analects

Further the author pulls back a curtain by citing studies, which reveal how the impressive and idealistic corps of volunteers in Teach for

America are not improving the quality of education in poor and rural school districts, and raising valid questions about the underlying purposes of "the Billionaire Boys Club" whose members, such as Bill Gates, through various foundations, have been puppet masters of our so-called educational reforms for many years.

Ravich concludes her timely and well-researched book with suggestions for real, systemic change and



a plea that we rescue the curriculum from the culture wars, set rigorous statewide or national standards for content, and, rather than "squabbling over how school systems should be organized, managed, and controlled," improve the conditions in which teachers work and students learn.

This book is as valuable to laymen and academics, for it's historical examination of millennial education reform, as it is to classroom teachers who may need a shield from the recent dung flung by films, such as "Waiting for Superman," that suggest that they alone are responsible for school failure. In fact, I would recommend this text to many of those who care greatly about our schools but seem to know little about educators and even less about education. Will somebody please buy a copy for the president of the U.S.?

GANAME wants to hear from you!

Submission Guidelines for *What's the IDEA?* GA NAME Newsletter are on page 10.



Op-Ed: Waiting, Racing, Stressing: What might we learn from waiting for a superhuman and racing to nowhere?

By Vera Stenhouse

During a pre-screening conference call, *Race to Nowhere* (RTN) director Vicki Abeles mentioned increasingly being asked about her film's relationship with *Waiting for Superman* (WFS) another film that also tackles education related anxieties (See Dunn and Solano-Campos this issue). Documented through the lives of students, these films reveal the seemingly unyielding stressful realities that education practices and policies can have on students, teachers, and families.

Perhaps it is inevitable that WFS and *Race to Nowhere* (RTN) would be compared because both seek to highlight critical concerns in education. In WFS the director drove past the "problem" underachieving

schools to take his child to another school outside the neighborhood for better educational opportunities. In RTN the director was driving her children to the problems as she dropped them off at school into a cauldron of unintended consequences related to a culture of achievement. In the process, both films illuminate the familial, educational, and economic stresses of too little and too much. Both present a contingent of concerned parents/guardians striving to give their child the best educational and social advantages. Both illustrate that the distribution of access and opportunity in education is inequitable and negatively stresses the lives of all students and our prospects for a just world.

Applied wisely and strategically (in the right places and at the right times) stress can catalyze the needed change for healthier educational experiences. The work to advance educational equity and improve the life outcomes of all students is ongoing and not limited to periodic documentaries. We can neither afford to wait for a superhuman nor should we continually race into an abyss. Perhaps we can start stressing that in our schools.

Whether you are an individual or an organization, if you are interested in stemming the onslaught of unhealthy stressful learning environments, let us know ganame2010@gmail.com.



Upcoming Events

GA NAME Meetings

Check the webpage for upcoming events and meetings near you.

March 26, 2011:

GA NAME Spring Event, *The Power of 10: Celebrating GA-NAME's 10th Year*, Georgia State University College of Education, 30 Pryor Street, Room 150, Atlanta, GA, 8:00 am– 4:00 pm, www.ganame.org or email: ganame2010@gmail.com for further details.

Educational Conferences State:

March 6-9, 2011:

22nd Annual National Youth-At

-Risk Conference, Georgia Southern University, Hyatt Regency, Savannah, GA, <http://ceps.georgiasouthern.edu/conted/nationalyouthatrisk.html>

April 30, 2011:

The 6th Annual Sources of Urban Educational Excellence Conference: Research to Practice, Georgia State University, Alonzo A. Crim Center for Urban Educational Excellence, 30 Pryor Street, Atlanta GA, 404-413-8070.

October 14-15, 2011:

2011 45th Annual GAYC Conference, *Together for Children*, Georgia Association on Young Children, Gwinnett Center, <http://www.gayconline.org/>

September 16-17, 2011:

2011 Georgia TESOL Conference, *The Art in the Heart of Teaching*, Marriott, Augusta, GA, <http://www.gatesol.org/new>

National:

March 8-12, 2011:

2011 Annual AERA Conference, *Inciting the Social Imagination: Education Research for the Public Good*. New Orleans, LA, <http://www.aera.net>

November 2-5, 2011:

NAME's 21st Annual International Conference, *Reworking Intersections, Reframing Debates, Restoring Hope*, Chicago, IL, <http://nameorg.org/2011-conference>

IDEA Highlights: Resources

Additional Resources & Links For Multicultural Education:

This list is by no means exhaustive. It contains various views and perspectives. Please read all resources critically.

New Horizons for Learning — http://www.marthalakecov.org/~building/strategies/multicultural/front_multicultural.htm

North Central Regional Educational Laboratory: Multicultural Education— <http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3lk1.htm>

2010 Social Justice Teacher Educator's Most Influential Scholars— www.edchange.org/survey/EdChangePoll-Scholars.pdf

Books & Articles

Banks, J. & Banks C. (Eds.) (2004). *Handbook of research on multicultural education* (2nd ed). San Francisco: John Wiley & Sons, Inc.

Hirsch, Jr. E. (1988). *Cultural literacy: What every American needs to know*. NY: Houghton Mifflin.

Introduction: Creating classrooms for equity and social justice. *Rethinking our classrooms: Teaching for equity and justice, Volume 1*, (2007, 1994) retrieved from http://www.rethinkingschools.org/publication/roc1/roc1_intro.shtml.

Holland, R. Soifer, D. (2008, November 11). Multiculturalism and “social justice” in American public education. *Lexington Institute*. Retrieved from <http://www.lexingtoninstitute.org/multiculturalism-and-social-justice>

-in-american-public-education-?a=1&c=1136.

Macedo, D. (2006). *Literacies of power: What Americans are not allowed to know* (Expanded Ed), Boulder, CO: Westview Press.

Nieto, S. & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). Boston: Pearson Allyn and Bacon.

Sleeter, C. & Grant, C. (2007). *Making choices for multicultural education: Five approaches to race, class, and gender* (5th ed.). Hoboken, NJ: Wiles/Jossey-Bass.

Sleeter, C. & McLaren, P. (2000, Fall). Origins of Multiculturalism, *Rethinking Schools* [Online Journal], retrieved from http://www.rethinkingschools.org/special_reports/bilingual/Himu151.shtml.

Scenes from the GA NAME Fall 2010 Event

Doing the Work: Building Coalitions for Action, Policy, and Practice



Reporting on Action Plans



Panelists
Discuss Issues and Resources



Nurturing Connections
While Feeding Attendees

Hope to see you at our next event!

Thank you to the volunteers, GA NAME members, attendees, and panelists who made this event happen.

Submission Guidelines for *What's the IDEA?* GA NAME Newsletter

Submission Guidelines and Considerations

GA NAME welcomes and encourages submissions from our readers and those interested in and dedicated to social justice and critical multicultural education.

Upcoming Topic: *Multicultural Education: Doing the Work*

Do you have or know of great ideas or experiences of how you are doing the work of Multicultural Education?

Sections for Submissions: Please send us the work you are doing as related to the following categories:

- **News Watch:** Features commentary on current/timeless educational issues. Commentary must include the various perspectives on the issues followed by the author's position and supporting arguments.
- **Doing the Work:** Educator, Community Members, Researchers: Spotlights educators/teaching, organizations in the community, or researchers doing critical educational work on matters related to education.
- **Visual Art:** Visual commentary on educational issues in the form of graphic art/cartoons.
- **Additional Arts Representation:** Features arts-based commentary through poetry, monologues, written music/lyrics, and so forth.

- **Book Reviews:** Reviews of books to inform and supplement understanding of ideas, concepts, and issues. Reviews should connect practice and theory.
- **Resource Highlights:** Details birth-16 resources for families, educators, and students relevant to Multicultural Education.
- **International/Global:** Addresses issues in global/international education that affect local and national education trends in the US.

Content: Submissions should address the following considerations:

- Must speak to excellence and equity in education.
- May offer issues, concerns, or problems but must include solutions and problem solving ideas/initiatives or critical questions for further inquiry.
- Link to the genres of multicultural education within or across your content area/sphere of influence.

Format: Submissions should follow the following format:

- Include title of article, name of author(s), any affiliation(s), and contact info for lead contact person (email/phone);
- Indicate section of newsletter for submission
- 250-300 words (for written submissions);
- 12-point font (Times New Roman or Old Century Schoolbook);
- Please refer to APA 6th edition for

reducing bias in language/terminology, <http://owl.english.purdue.edu/owl/resource/560/14/>;

- Use citations/references where appropriate (include reference list); and
- Provide permission for visual images.

Submit to:

ganame2010@gmail.com, or
rmeeler@gsc.edu

Subject line: GA NAME Newsletter Submission.

Your submission will be reviewed through a peer-reviewed process. It will be considered for the newsletter and subject to editorial edits by the Newsletter Team members. The content will be vetted by several factors including alignment with chapter/national mission, quality of the representation of ideas, language bias, and length.



Submission Due Dates by Midnight EST:

Spring Issue:
March 20, 2011
Summer Issue:
May 2, 2011