

What's the IDEA?

A publication of the Georgia Chapter of the National Association for Multicultural Education



Student Perspectives on Education

THE NATIONAL STUDENT BILL OF RIGHTS: A YOUTH LED MOVEMENT

The National Student Bill of Rights for All Youth (NSBR) is a national youth-driven initiative designed to bring together youth from across the United States to define a vision for education and social justice. In Georgia, the hub of this effort is through the work of our youth leaders at Project South.

We first became involved with the National Student Bill of Rights (NSBR) in 2011 when a Project South delegation of our youth leaders, organizers and adult supporters attended the Free Minds Free People (FMFP) conference. Since its inception, NSBR has continued to evolve led by youth leaders and organizations in different parts of the country. For example, at FMFP in 2014, youth began with 14 rights and created a “youth ballot” for young people ages 13-24 to affirm our rights. So far we have collected over 8,000 ballots filled out by mostly high school age youth across the nation. Around 1,500 ballots were cast by youth across the south and we have also been getting more youth organizations involved in making the NSBR a reality.

**Student Bill of
Rights**

**Continues on pg 5
See Ballot on pg 6**

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Letters from the Guest Editors

Dear Educators,

When teaching someone how to do much of anything, be it math, essay writing, baking a cake, driving a car, small engine repair, or even making a bed, it is important to not only have knowledge of what we are teaching, but to also connect with our student. We have to know how to speak their learning language – that is, the language that they learn by. For some students it is the same (don't you just love those classes?), but then there are the others that just do not seem to “get it.” Yet when paired with a different educator or even a peer, the lightbulb suddenly turns on and burns bright as day. Was it because the material had changed? No. That other person just spoke their learning language. Educators routinely struggle with how to speak this learning language to reach the most students as possible in the most efficient way possible while still being culturally sensitive and equitable. Add to that dilemma ever-changing modifications in teaching/learning standards and policies, standardized testing, and increased demands for classroom documentation and we have a group of overworked and overwhelmed professionals that can easily lose touch with their original calling – to teach the student through their learning language.

This edition of *What's the Idea* gives each of you a chance to see education and educators through the eyes of the student. That student may be a future educator still in college, a high school honors student, a struggling middle school student with an IEP (Individualized Education Plan), or someone like me – a nontraditional college student. We each have a unique learning language and a unique voice. We invite you to see education through our eyes, including mine. (See article on page 19, Non-traditional Notes).

So as you read the stories herein, I invite you to consider each student's learning language. See their education through their eyes. Trust their voice. Your rooms are full of these voices, all clamoring for you.

~ *Sundee Proctor*

Dear Educators,

Many of us become educators simply to give back to our communities. Over the years, I have been inspired by my instructors with a passion for literature and what our words reveal about humanity and our societies at different junctures in time. Teaching creates opportunities for me to inspire others with the same love of literature and writing, as well as to see the spark of imagination and curiosity in my students' eyes. Educators have an occupation which is constantly a difficult, but enjoyable, responsibility.

We must remember the responsibility of an educator is tied to every word that we speak and every action which influences our students' learning. This responsibility is heavy. Our educational system labels and tracks all of our students, and these labels can negatively impact our interaction with the students. As educators, we see that our students have different learning rates, cultural backgrounds, interests, and abilities. We know from first-hand experience that one size does not fit all. Our students are individuals, and we have the responsibility of removing detrimental labels in order to replace the labels with words of understanding, encouragement, and kindness. (See article on page 12, Labeled and They Know It).

Take the time to consider which labels were placed on you as a student, which labels you are using as a teacher, and if these labels are beneficial to students. This process of reflection has helped me to raise my awareness of the labels used in my classroom, and begin to utilize more instructional methods which address each student as an individual.

Thank you for continually striving to educate our students and providing future opportunities for them as individuals.

~ *Julianne E. Turner*



Community Spotlight



VOX Teen Communications — engaging teens in writing and publishing about their lives and communities — began more than 30 years ago in Chicago high schools. Teachers there began inviting students to write stories about the issues that were most important to them.



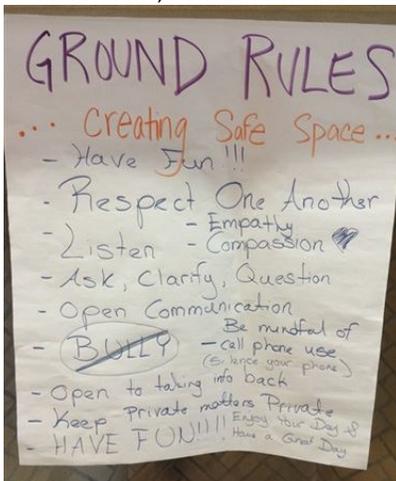
VOX teen artists and writers have tackled all types of issues, including –isms, jobs, diversity, and laws that affect teens in our state, all through a focus on youth insight and experience.

Such hands-on teaching techniques helped teens improve their reading and writing skills, as well as helped them realize that their voices mattered.

More than a decade later, in 1989, the United States Supreme Court ruled that high schools can censor student newspapers, one of the few places where youth voices could be heard. Teens across the country responded by forming independent, uncensored, large-circulation publications with the help of adults. Since then, the concept has spread and now successfully engages youth in communities including, New York,, Washington D.C., the Twin Cities, and Atlanta.

The VOX teen and adult staff chose the name VOX because it means “voice” in Latin. In giving teens a voice in our community, VOX responds to the sense of powerlessness and isolation that many teens often feel every day. By publishing original teen writing and artwork in the VOX newspaper and website, facilitating workshops for peers, and leading outreach activities throughout metro Atlanta, teens who participate in VOX develop many skills and gain a sense of connection and community that can be hard to find elsewhere.

Programs are organized and planned by teens with support from trained adults, both after school on weekdays and on Saturdays. The



VOX Workshop Photos - 28 / 31
Teens create their own ground rules, helping to create a safe atmosphere where teens want to express themselves.

main focus of VOX is publishing uncensored teen voices through the creation and distribution of VOX’s print and digital resources, which provide training in a range of media skills and social emotional learning skills.

The newspaper, blog, and website positively impact an even broader, more diverse audience of teens throughout the metro Atlanta area.



Teen staff of VOX Teen Communications, representing more than 40 unique metro Atlanta high schools. (2013)

<http://www.voxteencommunications.org/>

Location

VOX Teen Communications
229 Peachtree St. NE, Suite 725
Atlanta, GA 30303
Phone: 404-614-0040

Hours

During the school year, VOX is open to teens on staff:

Monday through Thursday, 10 a.m. – 7 p.m.
Friday and Saturday, 10 a.m. – 5 p.m.

During the summer,
VOX is open to teens on staff and in our summer media camp:
Monday through Friday, 9:30 a.m. – 5:30 p.m.

ADVOCATE: OPT OUT— A STUDENT'S RESPONSE TO edTPA

By Mai Brown

The first day of my final semester in my teacher education program, all teacher candidates in their final semester were informed that our university had chosen to participate in piloting edTPa, a teacher candidate evaluation assessment. The edTPA will be used in the future-unless there is action-to determine if individuals will receive their teaching certification. At the time we were informed, only two states had made this a requirement for certification while 35 others were using it in some capacity in their teacher education programs. My question, for my school and for my peers: "Why do we need to participate in this?"

For four to five semesters we worked hard to demonstrate we will be competent teachers. We demonstrated our knowledge in our respective areas of content. We composed lessons, participated in discourse on issues in education, studied multiculturalism and exceptionalities and finally, in our last semester we had the opportunity to apply what we learned during our student teaching internship. We were observed up to six times and our knowledge and practice of pedagogy and content were evaluated by professors who have taught and are academics. So, why do we need to participate in edTPA?

We were advised that, although our assessment outcomes would not keep us from getting our certifications, our outcomes would be used by the university in the future curriculum of the teacher education program. Professors would be teaching teacher candidates "to the test". Years of the professional evaluation and assessment by professors on a candidate's progress towards becoming a teacher will be tantamount to an assessment submitted to Pearson, the company responsible for managing the edTPA submissions. Our competency as an educator will be assessed on a couple of ten minute videos-which will most likely be artificial because of the nature of that type of observation-and written submissions with a limited scope of an individual's capabilities.

Although we were advised that participation in the

edTPA was required for graduation, I chose to opt out. I wrote a letter to my professors explaining my position. It was a decision I made because just as it will be important to advocate for my students, I must be and advocate for myself and for my peers. I did not know what the outcome of my letter was going to be and I was anxious once I sent it. I knew the discomfort I experienced once sending the

letter would not be worse than how I would feel if I were to be complicit in the exploitation of myself, my peers and future teacher candidates.

I received a response to my letter shortly after sending it advising me

that I would not have to participate in the edTPA because I entered the program before my peers-although when they entered, it was not a part of the program's curriculum-and if I felt that I was not prepared enough to participate in the assessment I did not have to.

I was disappointed in the response because I felt my reasoning, based on an ethical philosophy I developed at the school, was overlooked, my integrity as a student was minimized along with all of the work I had completed to this point. Although I felt let down, I decided that I would not allow myself to be disempowered. I determined that I must continue to advocate for myself and for other teacher candidates. Otherwise, how will I be an effective advocate for my students in the future? If we as teachers do not defend our rights, how will we be able to defend the rights of those we are entrusted to educate—our students?

Although we were advised that participation in the edTPA was required for graduation, I chose to opt out.

For additional edTPA Information

- ⇒ <http://edtpa.aacte.org/>
- ⇒ <http://dianeravitch.net/2013/06/03/what-is-edtpa-and-why-do-critics-dislike-it/>
- ⇒ <http://nameorg.org/2014/01/position-edtpa/>

Mai Brown is an M.A.T. English Student

A youth-led National Student Bill of Rights Movement By Project South Youth

CONTINUED FROM PAGE 1

A NSBR Taskforce of representatives from the Baltimore Algebra Project, Project South, Boston Youth Organizing Project and Youth United for Change, is supporting the NSBR national organizing work.

**“A call to action
and a political
vision for
education justice”**

During the summer of 2014, at the 50th Anniversary Commemoration of Freedom Summer, the NSBR Taskforce convened youth in a NSBR People’s Movement Assembly (PMA) to develop strategies about how to put the NSBR into practice in local communities. Some organizations are organizing to make aspects of the NSBR happen through policy at the school, district, and municipal level. After the PMA, the NSBR Taskforce delegation held a strategy session with one of the architects of Freedom Summer, civil rights movement veteran and Algebra Project Founder Bob Moses. At this strategy session, the idea of parallel organizing in terms of NSBR was discussed. Bob Moses connected the history of the Mississippi Freedom Democratic Party and its genesis through a “freedom ballot.” This history and session inspired us to continue thinking about how to make the NSBR real through a parallel organizing practice in our local communities.

At Project South, youth are organizing a local campaign that is looking at the impact of police presence and police funding in our schools. This organizing work moves us closer to realizing NSBR rights 6 & 12 which guarantees safe and secure schools while being free from unwarranted search, seizure, and/or arrest. There are youth organizations across the country doing similar organizing work to make the NSBR real in their communities. The NSBR is a call to action and a political vision for education justice that has been developed by and for young people. With our partner organizations

regionally and nationally and within our organizing work locally we encourage and facilitate youth-led community governance to take action on a specific bill of right using the PMA process. The NSBR offers opportunities for us as youth and grassroots leadership to organize for community self-determination and solve the problems we face locally.

See National Student Bill of Rights on pages 6-7
Go to <http://projectsouth.org/global-movement-building/peoples-movement-assemblies/> for information on the PMA process.

Youth from different cities are developing local bills and working together to write a national bill that will become a unifying document for youth nation-wide and a driving force for youth movement building. The goals for the NSBR are to:

- Write a national statement that outlines a youth vision for education.
- Develop youth leadership and build infrastructure to support ongoing conversations and connections between youth activists nationally.
- Introduce ideas from the bills into national dialogue.
- Support 100,000 youth votes cast nation-wide.
- Organize 25,000 youth ballots cast in the South.
- See more at: <http://www.projectsouth.org/movement-building-projects/national-student-bill-of-rights/>

To get involved:

[Register to vote on the National Student Bill of Rights!](#)

[Join the NSBR Facebook Group](#)

Follow and retweet [@NSBRmovement](#) on Twitter

National Student Bill of Rights

Ballot

Instructions for voting on this ballot: Vote YES or NO on EACH of the Rights individually, OR Skip to bottom to Vote YES or NO on the ENTIRE Bill of Rights None of the rights below may be abridged or denied on account of race, gender, disability, ethnicity, religion, poverty, actual or perceived sexual orientation, gender identity, place of residency or immigration status.

1. Right to Free Public Education

The right to a free public education shall not be denied or abridged on account of race, gender, disability, ethnicity, religion, poverty, actual or perceived sexual orientation, gender identity, place of residency or immigration status.

- Yes
 No

2. Right to Study Curriculum that Acknowledges & Addresses Youth's Material and Cultural Needs

Students and youth shall have the right to study curriculum that acknowledges and affirms the on-going struggle of oppressed peoples for equality and justice, and that addresses the real, material, and cultural needs of their communities.

- Yes
 No

3. Right to Safe & Secure Housing

Students and youth shall have the right to safe and secure housing.

- Yes
 No

4. Right to Free Public Transportation

Students and youth shall have the right to free public transportation for the purposes of education, employment, family and community needs, or recreation.

- Yes
 No

5. Right to Physical Activity & Recreation

Students and youth shall have the right to physical activity and recreation of high quality regardless of their wealth, poverty, or place of residence.

- Yes
 No

6. Right to Safe & Secure Public Schools

Students and youth shall have the right to safe and secure public school facilities of equal quality regardless of wealth, poverty, or place of residence.

- Yes
 No

7. Right to Free Health Care

Students and youth shall have the right to free health and dental care, including quality public health and preventive care.

- Yes
 No

8. Right to High Quality Food

Students and youth shall have the right to healthy, high quality food regardless of wealth, poverty, or place of residence.

- Yes
 No

9. Right to Employment

Students and youth shall have the right to employment, to support themselves while they are in school and college.

- Yes

National Student Bill of Rights

Ballot continued

10. Right to Free Day Care for Children

Students and youth with children of their own shall have the right to free day care for their children.

- Yes
 No

11. Right to Free College Education

Students and youth shall have the right to free college education

- Yes
 No

12. Right to Freedom from Unwarranted Search, Seizure or Arrest

Students and youth shall be secure from arbitrary police searches and seizures and from arbitrary arrests and detentions without warrants.

- Yes
 No

13. Right to Restorative Justice & Peer Evaluation

Students and youth shall have the right to establish systems of restorative justice in schools and communities, shall not be excluded from educational opportunities except by a jury of their peers, and shall not be charged for crimes as adults until the age of 18.

- Yes
 No

14. Right to Arts Education

Students and youth shall have the right to participation in arts, music, dance, drama, poetry, and technology of high quality regardless of wealth, poverty, or place of residence.

- Yes
 No

15. Right to Reproductive Health

Students and youth have the right to make informed decisions about their own bodies and reproductive ability and to have those decisions respected free from judgment or coercion

- Yes
 No

Vote on ALL 15 Rights

Mark this question ONLY if you wish to vote Yes or No on ALL 15 of the Above Rights

If you voted individually on the rights above, you DO NOT have to respond to this question.

- Yes to ALL 15 Rights
 No to ALL 15 Rights

Additional Questions

What should this bill of rights be called? *

- National Student Bill of Rights
 National Student and Youth Bill of Rights

Are there other rights you'd like to see added?

Describe them here.

TEACH ME

by **Marcus Taylor**

To every teacher that teaches because you love us, I say thank you,
Because of you, we get cheered by many while you're honored only by a few.
So thanks, thanks for waking up early to be ready for class,
And when the final bell rings and all the buses pull off, you make sure you are the last.
Some days we give you a hard time while you're trying to teach,
But we're grateful you settle us down to give us the reality check speech.
Even though half a dollar is spent to keep us in incarceration,
You take money out of your own pocket to further our education.
To ensure our promising future, you become a bridge for us to pass,
And when we struggle in certain areas, you take your personal time to help us after class.
We admire the fact that you can stay focused on us and shield us from whatever happens away from home,
And you're not afraid to let us know that you got issues too so we won't
have to feel alone.
Sometimes it may look like you're not getting through to us, but believe me we hear,
So when it's time for us to be who we are, we know you'll be behind us
to cheer.
You care and watch over us when we could've been left behind,
For this is more than a job or paycheck to you: it's a moment in time.
A moment where we are your kids and you feel it important and
necessary to take us under your wing,
While others give up on us deferring our dreams, you push us and never speak negative things.
To every teacher that teaches, from now on you are honored every time
the school bell rings,
For you wake up early every morning and teach us nothing is impossible if we choose to live our dreams.

Marcus Taylor
Former Georgia State student
Currently, Instructional Media Specialist
Georgia Institute of Technology

WHERE I COME FROM

By Meh Sod Paw

Good afternoon. My name is Meh Sod Paw. I am currently a student at Clarkston High School, a Sophomore. My favorite subject is English because I love language and stories. I am here today to tell you my story.

The first eleven years of my life were spent in Thailand, in a refugee camp. Every morning was simple. My job was to wait for my best friend, and then climb up the hill and enter my bamboo classroom. Hearing friends' laughter and having them by my side, made every day beautiful.

On weekends, when the sun rose, I spent my Saturdays with friends catching colorful dragonflies with nets we made with a plastic bag tied to a stick. Some of the dragonflies struggled under the plastic bag to free themselves. They flew away. Some refused to do anything. They were left in the bag and died.



Sometimes it was not easy. Unlike the other mothers, my mom could not read or write, so she could not find a job. My father had passed away when I was 5 years old. There was no salary for our family. But we received rice and other food, and we always had ya-oo-tee (fish paste) to flavor our rice. Despite the hardships, I loved my life. I had my family, school, friends and teachers. I made my mother proud by passing my grade every year, and caught up with my bigger brother. I made her even prouder when I got second place at the summer bible study. For my prize, I received a bucket for water. I walked to a road with pride to fetch my water. I swung it left and right. And then it hit a tree and broke.

I thought our lives would never change. Then one day my mom told us it was time for us to start a new life. We were going to America. Many families decided to go. Every night before I closed my eyes I imaged my family living in a beautiful house protected with beautiful fences and how much fun it would be to jump up and down on a soft bed. As time moved on, my closest friend left us. It was painful to stare at her empty house.

On September 11, 2007 we arrived in America. I loved the streetlights for shining so bright, but we had no lights in our house for the first night. While everybody was asleep, I could not stop the tears from rolling down my cheeks. I would have traded anything to be back in my bamboo bed.

I met wonderful teachers who loved and cared about us. They believed in us and supported us. I wrote my first sentence. I read small books. I wrote my autobiography. I read novels. I learned that I wasn't alone.

A few weeks later I started school. When I saw new faces, and heard strange language I told myself I could never fit in. I wasn't determined to make new friends. I kept putting myself down. I was like those dragonflies that refused to do anything. I disliked school. I was like a turtle always hiding under my shell.

Two years later, my life changed. God sent people in my life to lead me along the way. I met a woman who told me about a school called the Global Village Project. I opened my heart to start a new beginning. I met wonderful teachers who loved and cared about us. They believed in us and supported us. I wrote my first sentence. I read small books. I wrote my autobiography. I read novels. I learned that I wasn't alone. I became more confident. Furthermore, I was inspired to have a goal. My goal is to help out the world by teaching. I am trying my best at school every day to become someone helpful.

EDUCATION TWEETS & IN-CLASS FEATS By Mari Ann Roberts

In my introductory Educational Psychology classroom, those living real life are my pre-teacher education students, who are making a final decision about whether education will become their profession. There are few times grittier, more real, than when students stand at such a pivotal crossroad in life. I asked my students to do a series of activities: Education "Tweets," In-Class Feats, and Word on the Streets. For this GA NAME newsletter on student perspectives, I share a few of their Ed Tweets and In-Class Feats.

First, my students were asked to answer the question, "*What is your perspective of K-12 public schools today?*" in 140 characters or fewer. Our university consists of a large number of students of the global majority and addresses the needs of a diverse population of students; many of them fresh from a K-12 experience and moving toward becoming educators, others, coming back to school after many years away. [CONTINUED . . .](#)

Public K-12 schools are just a return investment on the taxpayers' dollars. There is an emphasis on getting the student in and out of school with no emphasis on the retention of the material learned.

~Danyail S.

I don't believe that our current school system accurately satisfies the needs and developmental requirements of students today. The system is more focused on numbers and churning out results. The system is ineffective and causes students to fall through the cracks. Students are forced to sit in cramped classrooms for 8 hours a day, sometimes without a chance to leave or take a break. I would go crazy as an adult if someone locked me in a room for 8 hours a day. Oh! They do, it is called *work*. Maybe that is why the system is set up this way - so that we can generate more robots ready to work "their" system.

~Shakoija H.

My perspective on k-12 public schooling today is that changes in current accountability requirements (i.e. "Rise to the Top"), have taken much of the pleasure out of teaching and have interfered with teachers' ability to help the students that really need the help to learn the classroom lessons.

~Ahmad A.

The state of currently public school is dying via a thousand paper cuts. #socialismVcapitalism.

~Daniel C.

My honest perspective of the K-12 public schools today is that schools are not benefiting the students. Today students are forced into seven period classes with an hour in each. That is not enough time for them to get any work done let alone learn anything. Especially in high school where they are only in a certain class for one semester. Then at the end of the year they are forced to take tests over material they may not have grasped yet.

~Jemesia M.

WITH Clayton State University pre-service teachers Abu-Bakr, Banks, Christopher, Durham, Elder, Grey, Harvey, Irving, Mahone, Melzar, Simpson, Smith, Taylor, & Turner

Second, with a nod to Augusto Boal's Theater of the Oppressed, I instructed them to "keep their perspectives in mind" while they were to become, and then explain, a "living sculpture of education". With this, something began to change. Students, who before seemed somewhat disenchanted with K-12 public schools, began to create structures that seemed to demonstrate that, in fact, they held out some hope. Below, I provide the structures they created and their explanations of their structures.

~MAR, Associate Professor, Clayton State University

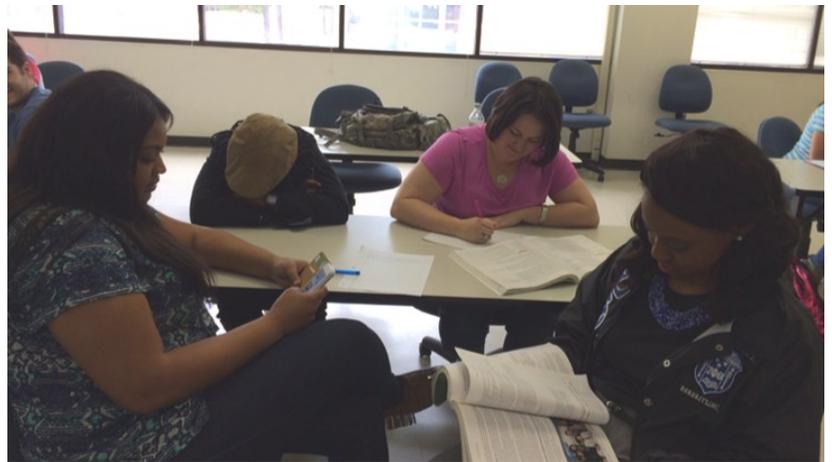


L-R: J. Mahone, A. Banks, D. Christopher, D. Smith, K. Durham, & A. Abu-Bakr

In public schools sometimes it seems that the teacher just tells the student what to do. There's not even that much critical thinking – it's like an assignment with a pre-created rubric attached and students don't get to think for themselves or be creative or anything . . . And so we say that it would be better if the teacher would let the student take control of his opportunities.

So over here [on the left] we are portraying that – like a student with her nose only in a book and the teacher teaching down to her. But it can be different. On the other side [right side] students are excited and being proactive. Taking charge of their own learning and learning more that way.

Basically our thing was that we think schools are too inconsistent with their teaching. Like, every school doesn't have the proper resources it needs and students are not on the same page. So our sculpture demonstrates each student doing an individual thing. Some working, some alert, she's asleep, I'm on my phone, some have given up and some want to learn.



L-R: A. Irving, B. Simpson, V. Elder, & T. Melzar



Our sculpture represents what we are finding an increase in which are basically collaborative learning environments. More and more we're seeing [teachers be] more culturally sensitive and culturally responsive. Students taking on more of a teaching role and teachers becoming more like students.

L-R: J. Taylor, S. Turner, S. Harvey, & K. Grey

Labeled and They Know It

By Julianne E. Turner

What is wrong with these kids? They don't even know X, how am I supposed to teach them Y? This class is horrible! I hope I don't have to teach these kids next year!

I have noticed during my student-teaching experience at a public high school that this kind of conversation often occurs on a weekly basis in the teacher workroom, in a classroom during a planning period, or any place that multiple teachers can gather for a brief moment. It occurs all over the school and across all curriculum areas. The students who are the target of these rants have been labeled by the education system, by our tracking methods, the administrators, teachers, and by the students themselves. These students are the "remedials," the "slow learners," and the "reluctant learners." The labels are constantly changing due to shifting political and educational reform ideals, but these students are all slapped with one or more labels.



My student-teaching experience provided me with an opportunity to teach four ninth grade classes, two of which were considered "remedial." The nice thing about these classes is that the number of students is drastically smaller (approximately 15). This creates a fantastic chance for the teacher to closely monitor the students' learning. As a trade off, the number of students who have accommodations for testing, grouping, and medicine for attention deficit disorders is proportionally higher. All of these students are also enrolled in a "reading support" class, which was initially designed for students to bring their Lexile scores up to the required ninth grade level. Not all of my students actually need this class, and as this year has gone by, I have watched as these students grow bored, impatient, and finally begin to disrupt classes.

As the number of behavior "problems" increase, teachers' tempers fray and the teachers and students spend less time learning and more time reacting to the behaviors. Absences also begin to rack up in numbers. By the beginning of the second semester, two students withdrew after excessive absences, one was transferred to an alternative school, and two more were shifted into special education classes with a collaborative teacher. Several students were given out-of-school suspension for more than five days of school, and I have honestly lost count of the number of students and the number of days spent inside in-school suspension. The majority of these in-school suspensions occur due to behavior problems during class, although a few resulted from excessive tardiness. And as the days go by without the students involved inside the classroom, they are missing materials, explanations, examples, and activities geared towards increasing their knowledge and skills.

These "remedial" students have increasingly called themselves stupid, or called peers in the same class idiots. Their own perception of themselves changes due to the labels they are forced to swallow. Every day they come to school and attend the "remedial" classes and support classes, their perception is that they are not smart enough, fast enough, or are not capable enough to do what other students are doing. They see and recognize when the teachers are frustrated with their slower learning curve. These students talk to others at lunch and in the

This student-teaching experience has made me aware of the dangers of the labels our education system is so ready to use.

halls, and they realize that the work they are assigned is different. They refer to their classes as the "stupid" class. They hear, see, and are burdened with the labels that we have created for them.

This student-teaching experience has made me aware of the dangers of the labels our education system is so ready to use. The classes and tracking systems are idealistically designed for the benefit of the students, but in reality are working to create schisms between students, teachers, and the communities that the schools are attempting to serve. When a student is so frustrated with the struggle to learn or the negative self-perception that he or she gives up, immediately a new label of "lazy" is adhered to the student, creating yet another burden on the student. The teachers are frustrated with their inability to reach and motivate students, which creates a high burn-out rate or employment turnover rate. Schools and administrations which cannot keep teachers returning year after year are unable to deepen their involvement and outreach programs within the community because of a perceived lack of loyalty and trust.

There is a vicious cycle of uneasiness and worry which can result from these labels. Students worry because they cannot keep up with their studies, and many give up when their self-perception becomes too negative. Parents worry because their children are failing in school, which can severely affect the future prospects of their children. Teachers worry because they cannot reach, motivate, and help all of their students. School administrations worry because they have to keep replacing teachers who are physically and mentally exhausted from trying to teach all of their students, and the administration must interact with the community in order to recognize and work to eliminate parental and community concerns. Teachers and administrators also worry because many of them have children who are struggling through the same education system.

As educators, I believe our responsibility is to not only provide knowledge to our students, but to reflect on how that knowledge is being presented to the students. What connotations, benefits, or detriments are the students amassing as they travel through our educational system? This reflection is essential to our educational practices, and to the well-being of our students. Each of us, individually and as a community, must acknowledge how our schools are labeling students, evaluate whether the labels are harming our students, and work towards instructional practices that do not hinder our students' growth.

Our student just got out of his seat for the thirty-eighth time, is on her cell phone texting yet again, is throwing a paperball towards the trashcan, is doodling rather than taking notes, or is starting an argument from across the room (we all have these students). As educators, we have a multitude of choices for our next action, and which one we take depends on our individual teaching styles and educational philosophies. Before we react to students' behavior, we need to remember to take a deep breath and ask ourselves a question. Will what is about to come out of our mouths reinforce the students' negative perception of their own abilities and education? Or will it energize the students to break through the label and allow them to grow to their full potential?

BOOK REVIEW

by Sherika Keith

The Invisible and Voiceless: A Review of *Making up Megaboy*

Walter, V. (1998). *Making up megaboy*.
New York: Delacourt Books. 64pages.
ISBN: 0385326866

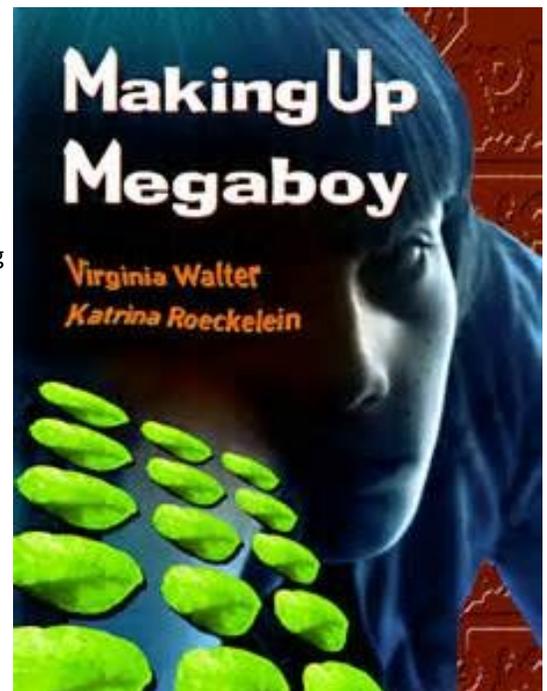
On his 13th birthday, Robert takes his father's gun, gets on his new mountain bike and goes to the local liquor store where he shoots the elderly Korean owner and flees. The owner dies the next day and after Robert is captured by the local police, the town tries to figure out what happened to cause the young boy to do something so heinous.

As we progress through the story, we are hounded by the recurring question of why. Why did Robert suddenly decide to kill this person? Why do we focus so much attention on the person who commits the crime and not on the person who is the victim of the crime? The story, told in multiple formats by different people, will leave your head spinning. On the surface, the story is just a collection of statements about what occurred, what events may or may not have led up to the incident. However, looking at the story through a critical literacy lens, the reader has to take on the laborious responsibility of answering these questions not only for the sake of the text but also for the sake of the human narrative.

Within this text, there are three pillars of critical literacy that are addressed as the story unfolds. The first being where is the voice of the invisible, the second being why the author addresses some relationships and not others and the third pillar, and perhaps the most important, is what the author's motivations in presenting this story were? These are questions that are best suited for discussions, both in small group and grand conversation. The author, in choosing to present this story in the chosen format and for the chosen age group, was aiming to take the story from a local level to a more global arena. The story has many underpinnings that can be easily translated to the global stage.

Much of what is seen in the text can be related to other incidents that are happening in the United States and the world. The author may have been writing this story from a personal stand point, but the story is much more than that; the story is intensely political. The author is demanding that we look into the current climate and address these issues, especially that of the invisible person. Did Robert shoot the store owner because he felt invisible? Did he do it to give himself a voice, some type of agency?

The author wants to understand why the invisible among us go voiceless. I think that is the reason the author chooses to leave out the answer to many of these questions. We have to step back and answer the whys ourselves and more than that, we have to start the dialogue to change the way we as a society interact with others. We have to stop overlooking others that we feel have little to no impact on us. We have to realize that everyone has a voice.



BOOK REVIEW

by Casey Kinney

Choose Wonder, Choose Kindness: A Review of *Wonder*

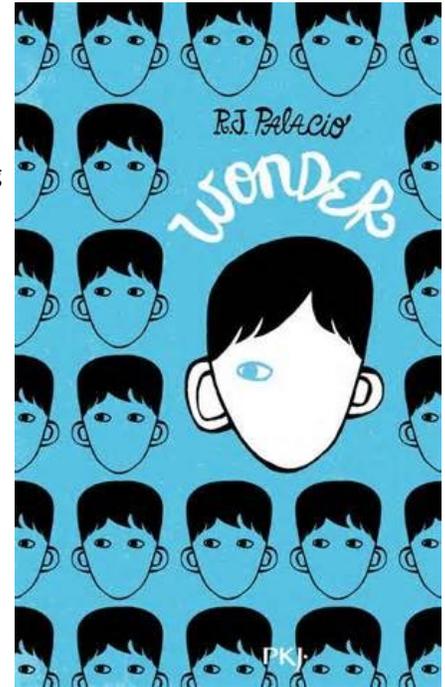
Palacio, R. J. (2012). *Wonder*.
New York: Knopf Books for Young Readers
320 pages
ISBN-10: 0375869026; ISBN-13: 978-0375869020

In R.J. Palacio's book that was a *New York Times* Bestseller, *Wonder*, she explores the life of a young boy that has Treacher-Collins syndrome—a rare facial abnormality—and he is entering public school for the first time. As if middle school kids did not have enough problems, August learns that his looks are a barrier that prevents him from fitting in with other students. He makes a couple friends as he enters Beecher Prep Academy, but he is later betrayed by one. By the end of the story August has been in school an entire year and some of the previously mean characters surprise August with their kindness and bravery. The book is a good way to transition pre-teens to chapter books because it has shorter chapters and a few pictures. Overall this book engages in middle school appropriate subjects and it has useful characteristics that educators can use to teach students about things like life lessons, grammar, and perspective.

Within her book, Palacio includes a few valuable points for students in the middle grades: multicultural ideas such as biracial students and alternative religions, students with abnormalities, kindness, friendship, consequential behaviors, and bullying. Our classrooms are becoming more diverse in America and the way Palacio handles the presence of a biracial student is smooth and accepting. When there is a death in the book, a few characters discuss heaven and instead of dismissing another student's ideas of after life, August is very accepting. He demonstrates an attitude of acceptance—we need more of that from our students. As an educator I love that within the book a student gets in an altercation and instead of getting away with his infraction, the Principal explains the consequences for his actions. Then there is a precept that one of the teachers uses in the book: "When given the choice between being right or being kind. Choose kind," (48). Throughout the book and from everyone's perspective, kindness is a ringing virtue, though sometimes people are misunderstood. Bullying is a factor of almost the entire book. Some of the dismissals of taunting can be quite troubling, but they do provide a great starting ground for a discussion on what to do when someone is being bullied in our schools and classrooms.

This book also has aspects that teachers could teach with: different types of texts within, varying perspectives from different characters in the book, and chapters with grammatical errors for students to correct. There is a section where students get to take a break from all of the academic reading and they can read text messages and email correspondences—this could be made into a great lesson about when different forms of texts are appropriate. Also, since the book has a variety of perspectives this could open up discussion about the importance of different perspectives within our classrooms and in academic situations. Another example of the book's usefulness is when the book changes to the perspective of Justin—August's sister's boyfriend—the grammatical style changes. This chapter could be used to show students how important grammar is. It could also serve as a warm up activity or homework to correct the mistakes.

While I would highly recommend this book, I would caution teachers that depending on the grade level of students, this book needs to be carefully unpacked. As educators we have to be sure to make it clear to students that this story is not an overarching, all representative case for kids with Treacher-Collins. In order to avoid stereotyping and a single story narrative, we must explain that this is just one story about one kid—August. For example, in *Wonder*, August makes jokes about his appearance and he tells the other students it is okay to laugh because it was a joke. We need to make sure students know that just because August jokes does not mean that other students with Treacher-Collins would accept that. Instead, we should teach students not to focus on physical appearances. We should teach them it is okay to wonder, but they should look into the character of people and always choose to be kind.

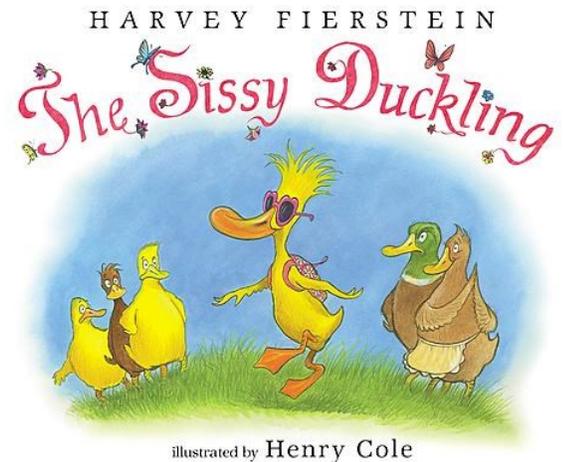


BOOK REVIEW

by Rob Robinson

"The Sissy Duckling" By Harvey Fierstein
Illustrated by Henry Cole, ISBN: 0-689-83566-3
Simon & Schuster, 2002; 40pages.

The Sissy Duckling is about a young male duckling named Elmer, who is a very happy young fellow, and also quite different in his tastes from all of the other male ducklings in his flock. He prefers painting, baking, and many other creative activities over the more traditional male activities, namely sports, that all of the other boys in his flock enjoy. Therefore, he mostly plays alone or with girls, which deeply concerns his father, who is cut from the traditional cloth of masculinity. His father tries to make him play baseball, and is horribly embarrassed when Elmer strikes out and doesn't care. Elmer overhears his parents talking that night and becomes aware of how disappointed his father is in him, because the other boys were calling him a sissy. He asks his mother what that word means, and she says "Sissy is a cruel way of saying that you don't do things the way others think you should" (Fierstein, 2002), and assures Elmer that he is special and will do amazing things.



illustrated by Henry Cole

Later, after an encounter with the school bully which results in Elmer running away from a fight and hiding under his bed, he again overhears his father expressing his disappointment: calling his son a sissy, saying he is not strong enough to fly south for the winter, and basically disowning him. These words hurt Elmer deeply, and he decides to run away so as not to make his father angry anymore. With his paints and creative tools, Elmer finds a hollow tree and makes himself an impressive little home using his special talents. While watching his flock depart for their southern migration, his father is shot and wounded by hunters. Despite his fathers' pleas to leave him wounded and save himself like a normal duck would, Elmer drags him to his new home in the hollow tree, and nurses him back to health over the winter. During the cold winter they bond, and Elmer's father realizes just how special his son is. When the flock returns, the school bully again ridicules the memory of Elmer, and his father finally comes to his son's defense. When the flock sees that Elmer saved his father's life and helped him survive the winter, "each duck congratulated him for his bravery, loyalty, and ingenuity" (Fierstein, 2002). Even the school bully realized the error of his ways, and admitted that his outlook had been changed regarding Elmer, and others who may be different.

This is a wonderfully written book, with a story and theme that all children should hear, and Henry Cole's illustrations are especially good at conveying the range of emotions felt by Elmer, and the traditional masculine anger felt by his father. However, it would be hard for me to recommend this book to classrooms, simply because of the prevalence of the word 'sissy'. It is used throughout the book, and only once is it described as cruel, by Elmer's mother in the above quote. At the end of the story, Elmer even says "I am a big sissy and proud of it!" (Fierstein, 2002). I realize that the author is trying to 'take the word back', and put a positive spin on a term that historically has had negative connotations, but that is a complicated task with children. 'Sissy' has always been a negative comment used by boys directed at their peers who didn't play sports and the like, and it might not be a good idea to re-introduce it into the children's lexicon, if it ever left.

The very last page is especially important for children who might identify with Elmer, as it says "Over the years Elmer learned that he was not so very different after all. Out in the world he met lots of other ducks just like himself" (Fierstein, 2002). That is such vital information for children to know, it makes me wish they would revise this book, swapping the word 'special' for 'sissy', and make it available to all elementary students.

The 13th Annual REAL State of the Union

by Jolisa Brown

VOX Teen Communications, posted on 2/26/2015

At 6 p.m. on February 5, at the [Ben Hill United Methodist Church](#) sanctuary, local civic action group [Georgia WAND](#) hosted a dialogue about the root causes of violence in our community, an incendiary topic with the brutal deaths populating the news lately. The event attempts to illuminate some of the discrepancies in major news stories and separate fact from fiction. Fear is fostered with every cycle of the news, but at times that fear is ill-informed. By broadcasting only the events that garner the most attention, the public viewing these events is left only with a meaningless barrage of uncontextualized facts. The [REAL State of the Union](#) discusses these newsworthy topics every year, but with the express intent of viewing the matter holistically. Speakers are revered professionals in their fields and have an intimate familiarity with the issues at hand. Past topics have been the Iraq war, the role of the U.S. as a political leader, and the legacy being left for our children.

The panelists included Jay Bookman, a journalist of 37 years and [AJC](#) reporter, Janice Mathis, a leader of the [Rainbow PUSH Coalition](#), and Aurielle Marie Lucier, who co-founded (with a coalition of peer activists) the growing "It's bigger than you" movement and was voted one of [Creative Loafing's Top 20 to Watch in 2015](#).

Walker opened by asking, "Remember when Obama's election was going to mark the official end of racism in the United States?" He continued, "Michael Brown, Trayvon Martin, Eric Garner, 12-year-old Tamir Rice. If [ending racism] had been that easy, they would still be with us today, but it is not that easy. They no longer are here."

The night broached many causes of social division in trying to understand what led to the recurring deaths of individuals in the black community due to violence. Speakers' opinions differed as much as was possible. Mathis said, "[Violence is caused by] poverty, motivation, racism, and voting." Statistics show that the [400 richest Americans have more wealth than half of all American households combined](#). Distorted incomes leave families unable to provide for themselves while others see their wealth proliferate. Money empowers wealthy individuals to secure the loyalty of politicians and effectively advocate for their interests, thereby securing for themselves even more wealth. Mathis continued, "Income distortion does more than feed poverty. It feeds alienation and hopelessness and ultimately it feeds violence, from the father who beats his wife because he feels she's the only person he can control, to Ludas in Saint Louis who feel that no one is listening unless they have nothing to lose. Even police officers must wonder why their sacrificing leg and limb is not more rewarded."

Mathis also argued that the final difficulty to eradicating violence lay in policies that hinder convicting individuals after they have committed the crime. Before you can for example indict an officer for excessive force, you must first demonstrate that they had the motivation or intent to kill. This hurdle is difficult to overcome, so in many cases individuals are not convicted at all. This means that even though an altercation may result in a person's death, there may be no consequences for the individual who killed the victim. She quoted Martin Luther King Jr. saying, "While the marches did a lot to rectify, to penetrate levels of deprivation, they did very little to improve the economic lot of masses of people in this country. A lot of people supported us because they were against Bull Connor and outraged at the violence of Selma, and so they took a stand for decency, but it was never a stand for genuine equality." In essence much of what is faced now are the residual effects of an era where the scales of justice were very much unbalanced. Righting them is an ongoing effort.



Reporter Jolisa Brown talks with panelist Janice Mathis at the 13th annual REAL State of the Union. Photo by Susan Landrum, VOX adult staff

Continued . . .

The 13th Annual REAL State of the Union by Jolisa Brown, VOX Teen Communications Continued



Aurielle Marie Lucier founded the movement [#itsbiggerthanyou](#) on Twitter as a means of engaging other young people like herself in the conversation outside of the church.

“Ferguson, for a lot of young people who are organizers in America right now, is a two fold issue,” she said. “We’re talking about state-sanctioned institutionalized systematic violence against people who are predominantly black, predominantly poor, and a lot of the times male. And we’re talking about militarized small and localized police municipalities. How do we have our tanks and armored vehicles responding to patients with dementia and responding to mental episodes on the southwest side of Atlanta?”

The movement was borne of the Internet and continues to thrive there. Teens and young adults across Atlanta have joined to contribute to the conversation in a peaceful manner. The hashtag has more than 12,000 followers on Twitter since its creation in December 2011. As a part of the movement, Lucier has staged rallies, marches and even protests in which citizens slept on the steps of the courthouse.

Lucier said, “Going back to what James Baldwin said about being black and being aware, there is a cauldron of rage burning with black people in the state and in the country, and I think it’s important to validate that rage and that fear that is causing us all to react in these fricative ways. I don’t think friction is bad. I was a part of the organizing community that stopped highway 75 in front of Freedom Parkway for 39 minutes. A lot of people said that it was crazy and Martin Luther King would not like this, and they were very confused about the necessity of radical nonviolence, about the necessity that we halt systems and we halt people that are benefitting from those systems and we do it in a way that is disruptive but also very poignant. For 39 minutes, local news stations and also CNN talked about the black lives matter movement and talked about Ferguson for an entire week.”

Each speaker had their own insight into the causes of the violence we lay witness to. The effects of violence surround us daily, and having a conversation about it was invigorating, while also confounding. It is challenging to create a strategy to end violence when finding a single or even a couple different causes proves impossible. Perhaps having the conversation is itself a step. Each person gathered at Ben Hill United Methodist Church on the night of the “Real State of the Union” was somewhat aware of the violent incidents in the community, but with each voice they heard, they found a perspective different from their own, all eager to contribute to the solution. If everyone continues to speak and collaborate about new ideas, perhaps it will not be long before a solution is in sight.



Non-Traditional Notes

By Sundee Proctor

Hello. I am the nontraditional student sitting in the front row in the college class down the hall. I am a 48 year-old single mom to a special-needs eighth grade student. Without going into detail, we have twelve diagnoses on her so far - each independent of the others - but she appears perfectly normal. Because I was not overwhelmed enough, I decided to pursue my degree later in life. I left my fifteen-year career as a truck driver and enrolled at Clayton State University (CSU) in Morrow, Georgia as an English major. No one ever guesses my past career or present struggle to look at me. "God willing and the creek don't rise," I should graduate in May, 2015 with my B.A. in English and a minor in Education, both with Honors distinction.

At CSU we are a majority minority campus, meaning that most of our students (over 70%) are minorities. So even though I am Caucasian, here I am a statistical minority. We also have a large nontraditional student population consisting of students who are over the age of 25 or who have transferred under 30 hours of credit. In fact, according to the Office of Admissions, 45% of CSU's students are nontraditional by definition. I am only one.

Understand that I am older than probably a third to half of my professors. I am certainly older than almost all of my "peers." I have work and life experiences that they cannot even begin to comprehend at this stage of their lives. Right now the answers are oh-so black and white for them. I bring the gray into the discussion. I bring the "what if...?". I believe my peers are so used to not being "Left Behind" and "Racing to the Top" that they struggle to think outside of the little oval they are supposed to color in, much less the box. Heck, many cannot even *define* the box, which is an important skill for successful teachers to impart to their students. This difficulty that students have in critical and abstract thinking shapes each individual's learning language. While I struggle with my own learning language, I have to try to speak my peers' whenever we work on projects - where, with increasing frequency, we are asked to think outside of the box. Sometimes our languages mesh with minimal translation; other times I might as well be speaking Tolkien's Elven to their Chinese.

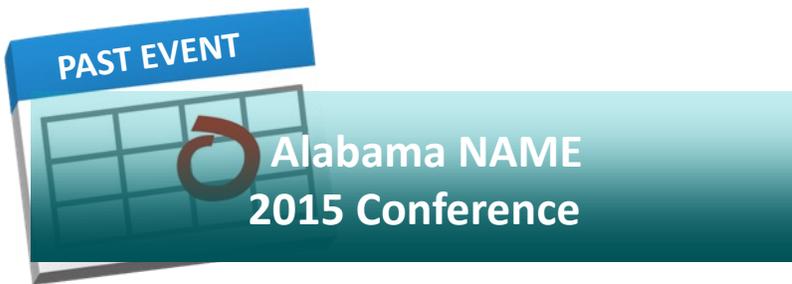
While it is important for educators to speak the learning language of their students, content mastery is also important. I

find it very frustrating and disheartening that when, while peer reviewing papers of even *seniors* in English Education, they are still "excepting gifts from their friends," stating "that's mine," have no idea what a preposition or a pronoun is, and are blatantly plagiarizing. I have little hope that these candidates and my daughter could one day speak the same learning language since the educators have as much to learn as the student.

As educators, each of you have multiple responsibilities. You must know your content. You must know the learning languages in your room. You must know your students and be responsive to their needs. . .

While I have to figure out how to work with students who came out of a completely different education model than the one that produced my generation, I also have to work with a variety of different professors; some are old enough to be my parents, others are young enough to be my children. I explain my family situation at the beginning of every semester, thus I am allowed to keep my cell phone on (on vibrate) and they (try to) understand if I have to leave suddenly. Most appreciate my perspectives and contributions to the classroom based on my life experiences, but not all. I have had to learn in which classes to temper my contributions. Sometimes my assignments are modified due to the fact that I *have* been in the workforce so long and that I *am* a parent. One professor actually made a different rubric to grade my papers by because my writing was more advanced. Is this equal treatment, as demanded by so many students? By definition, no. I am not being treated the same as my peers. But is it appropriate treatment? To keep me in my *Zone of Proximal Development* it is not only appropriate, but necessary.

I share my story because as educators, each of you have multiple responsibilities. You must know your content. You must know the learning languages in your room. You must know your students and be responsive to their needs, which sometimes means not being "fair" and not treating everyone in the same way. It matters. It matters whether your students are 5 or 50, sitting in the front row, in the classroom down the hall.



**Beyond Translation:
Building Capacities for Cross-Cultural Communication**

The University of Montevallo Chapter of the National Association of Multicultural Education is pleased to announce the **fifth annual Alabama Region 3 Conference on Multicultural Education, Friday, March 13, 2015**. This conference seeks to build on the current work of the national organization by challenging *fronteras* (borders) through fostering “meaningful interaction and respectful dialogue aimed at understanding each other, seeking places of commonality while affirming our social differences, and building capacity for social change. This requires that we build a sense of *comunidad* (community), filled with *cariño* (loving care) and the *coraje* (courage) to have the difficult but critical conversations at the heart of building our capacity for change.” *Specifically, this meeting seeks to promote critical dialogue around the barriers and borders that impact our capacities for working with English Language Learners (ELLs) across social serving institutions.*

Keynote Speakers

Dr. Miguel Mantero

Professor of Educational Linguistics at the University of Alabama,

Isabel Rubio

Executive Director, Hispanic Interest Coalition of Alabama (iHICA!)

This conference will be particularly beneficial for:

- **University faculty** who incorporate equity, diversity, culturally relevant pedagogies, and social justice and critical frameworks into their teaching, research, and/or service;
- **K-12 school officials, school counselors, and educational partners** teaching or serving with linguistically diverse student populations and/or in under resourced schools and communities;
- **Representatives, advocates, and service providers** of community, non-profit, and educational agencies participating in equity and social justice work; and
- **Students** with experiences in equity issues, activism, and learning across diverse settings.

For Additional Information

Contact Dr. Courtney C. Bentley at cbentle2@montevallo.edu

Registration information. Total fee is \$45 for NAME members (local and national) and presenters; \$25 for students; \$65 for non-NAME members. Registration includes breakfast, lunch, and conference materials. **All participants, including presenters and attendees, will be eligible to receive continuing education credits for teaching, counseling, and social work. No additional fees will be charged for CEU/LPC**



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education?**

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**For details,
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PAST & UPCOMING EVENTS



THE 10TH ANNUAL

SOURCES OF URBAN EDUCATIONAL
EXCELLENCE CONFERENCE

**Alonzo A. Crim Center for
Urban Educational Excellence**
Georgia State University, Atlanta, Georgia
May 2, 2015

***Reconstructing the Narrative:
Stories of Change, Equity, and Promise in
Urban Education***

KEYNOTE



**Camara Phyllis Jones,
MD, MPH, PhD** is Senior Fellow
at the Satcher Health Leadership
Institute, Morehouse School of Medi-
cine, and President-Elect of the
American Public Health Association.
Dr. Jones is a family physician and
epidemiologist whose work focuses
on the impacts of racism on the
health and well-being of the na-

tion. She seeks to broaden the national health debate
to include not only universal access to high quality
health care, but also attention to the social determi-
nants of health (including poverty) and the social deter-
minants of equity (including racism).

As a teacher, her allegories on "race" and racism
illuminate topics that are otherwise difficult for many
Americans to understand or discuss. She hopes through
her work to initiate a national conversation on racism
that will eventually lead to a National Campaign Against
Racism.

Please go to <http://education.gsu.edu/cuee/>
for more information.



Past Achievements, Present Successes, Future Aspirations: 25 Years of NAME

October 1-4, 2015
(pre-conference events 9/30/15)
#NAME2015

In 1990, NAME was founded by a group of individu-
als that came together united by passion and vision
for multicultural education to create an organiza-
tion that would celebrate diversity, as well as chal-
lenge the existing social inequities. It has been the
legacy of NAME to be an advocate for social justice
issues in education.

We still have not met the challenge of our past his-
tory as we still witness the lack of humanity in our
society. Nevertheless, to ignore the positive im-
pacts in our society, due to the vision of NAME
transformed into actions, would not be fair to those
who day by day commit themselves to wrestle
against an unjust system. Thus, in this NAME 2015
conference, we aim at celebrating the courage and
hard work of the practitioners by recognizing the
past and ongoing events that give life to the vision
of NAME.

Conference Location:
Sheraton New Orleans
500 Canal Street
New Orleans, Louisiana
Reservation Telephone Number:
(504) 525-2500
NAME 2015 Conference
conference@NAMEorg.org

Submission Guidelines

Submit to

ganame2010@gmail.com Subject line:
Newsletter Submission

Your submission will be reviewed and considered for the newsletter and subject to editorial edits by 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.

Format

Submissions should follow the following format:

Include title of article, name of author(s), any affiliation(s), and contact information for lead contact person (email/ phone)

Indicate section of newsletter for submission (See Sections for Submission.)

250-800 typewritten words (for written submissions)

12 point font (Times New Roman or Old Century Schoolbook)

Language/Terminology: Please refer to APA 6th edition for Reducing Bias in Language <http://owl.english.purdue.edu/owl/resource/560/14/>

Use of citations/References where appropriate (Include reference list)

Prior permission must be secured for use of visual images



Sections for Submissions

News Watch

Features commentary on current/ timeless educational issues. Commentary must first include the various perspectives on the issues followed by the author's position and supporting argument.

Doing the Work: Educator, Community, Research

Spotlight on educators/teaching, organization in the community, or researcher(s) doing critical work on matters related to education.

Visual Art

Visual commentary on educational issues in the form of graphic art/ cartoons.

Additional Arts representation

Arts-based commentary offered through including but not limited to 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

Detail resources for birth-5 and families, educators, and students relevant to Multicultural Education

International/Global

Address issues in global/ international education that affect local and national education trends in the U.S.



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.
- ◆ Links to the genres of multicultural education within or across your content area/sphere of influence.



Articles for consideration are accepted on an ongoing basis.
Submit today!

Currently seeking articles on:

- ◆ Equity (due July 30)
- ◆ Education Reform
- ◆ Leadership
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