

INTENSIVE WORKSHOPS: FRIDAY, OCTOBER 27

Each workshop will run from 3-5 hours. You may attend only **one** workshop on Friday.

P = Pre-K & Primary Grades
I = Intermediate Grades
MS = Middle School

HS = High School
C/U = College/University
A = Administrators

General = All levels/All staff
P/C = Parents/Community
B/A = Business/Agencies

All intensive workshops will begin at 10:30 and run up to lunch, 12:00 noon. They will continue after lunch at 1:30 and run through the afternoon until completed.

F1. Immigration and the American Century - 3 hours

Immigration was one of the defining characteristics of 20th century America society, and this trend is likely to continue for the foreseeable future. An historical perspective shows two processes at work: immigrants and their descendants becoming more "American," and the American economy, society, and culture being transformed into new directions. Immigrants have and continue play an important economic role, including the creation of as many jobs for native born workers as are lost through displacement. Immigrants and their children have played an important role in twentieth century American politics, and they have also been very influential in development of American popular culture during the middle decades of the twentieth century. Inter-marriage between the descendants of immigrants and old-stock Americans fosters a national identity based on civic participation rather than ancestry. (General) -- *Dr. Charles Hirschman, Friday's Keynote speaker, is Professor of Sociology, with a Joint Appointment at the Evans School of Public Affairs, University of Washington*

F2. Understanding Anti-gay Harassment and Violence in Schools – 3 hours

Understanding research findings from the Safe Schools Study, along with current data from studies on harassment and bullying, can lead to possible solutions for this area of growing concern. (General) - *Janet Bogle, Safe School Coalition, Spokane*

F3. Rhythmic Ideas Taken from the North Indian Tabla Hand Drumming Tradition – 3 hours

Using the North Indian Tabla, this session presents rhythmic exercises for an elementary music class based on five foundational concepts. You will learn through active participation. (P, I) - *Annie Penta, Artist*

F4. The New Integration - 3 hours

We will explore how to change lessons learned from the Civil Rights Movement into practical strategies for a 21st Century educational system. The session integrates fundamental and theoretical learning along with educational and real life experiences. (C/U, A, B/A) - *Dr. Larry 'Cocoa' Welton, Dean/Founder, The Moriah Institute*

F5. Constructing Community: Parents, Teachers, Students, and Community Unite to Unlearn Racism - 3 hours

This session demonstrates the power of students and adults sharing dynamic ideas and feelings about fighting poverty and racism in our society. The struggle for democracy comes from integrating all community members. (MS, HS, C/U, A, P/C, B/A) - *Roy Wilson, Executive Director and Co-founder, Institute for Community Leadership*

F6. Dump Fear! Engage in Courageous Conversations – 4 hours

This session presents research addressing the fear of talking across gender and racial differences. Participants will learn tools for identifying value differences and engaging in courageous conversations about race and gender. (MS, HS, C/U, A, P/C, B/A, General) - *Donna Stringer, President, Executive Diversity Services*

F7. Courageous Conversation on Race, Racism and Whiteness – 5 hours

A group of Bellevue Community College students engage in interracial Courageous Conversations to understand each other better, by listening, learning, and talking honestly and frankly. It takes courage to converse about the taboo topic of race. Students/facilitator engage conference participants in an open discussion about racism/whiteness.

(General) - *J. Elman McClain, Diversity Caucus Courageous Conversations Team Leader/Campus Security Office, Bellevue Community College*

F8. Effective Communication Under Stressful Conditions – 5 hours

Knowing more about communication enables you to handle difficult situations. Participants will learn how to distinguish between reasonable and severe resistance when dealing with hostile students, parents and others, and to utilize tactical empathy for obtaining “voluntary compliance.”

(General) - *Dr. Martin Speckmaier, School Safety Consultant, Comprehensive School Safety, LLC.*

BREAKOUT SESSIONS: SATURDAY, OCTOBER 28

Select up to 4 different sessions from each section (A, B and C) that you wish to attend. Record your choices on your Conference Registration Form. **Continuous sessions must be addressed in your selection choices.** Every effort will be made to place you in the sessions of your choice; however, due to limited space, registrations will be made on a **first come basis for those with registration payment/P.O. enclosed.** Please do **not** list only one choice for a session. If that choice is filled, and you have no other choices listed, you will automatically be assigned the first available unfilled session.

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Saturday A Session - 10:30 AM-12:00 Noon

SA1. Concrete Tools for Working with People in Poverty

Participants will obtain techniques for understanding and valuing oral and print culture styles. (General) *Dr. Donna Beegle, Saturday's Keynote speaker, is President of Communication Across Barriers, a National Speaker, Trainer, Authority on Issues Related to Poverty, and Author of Discovering the Missing Pieces for Working with People in Poverty.*

SA2. Multicultural Survivor

From *Survivor* to *American Idol* - we live in a current climate of exclusion by popular vote. Today's educators face a complex task trying to promote inclusion in a world defined by being 'voted off'. (General) *Marja Brandon, Head of School, Seattle Girls' School*

SA3. The Dangerous Confusion between Multicultural and Global Education

Multicultural and global education have different historical perspectives and focuses. Although many educators use them interchangeably, they need to be clearly differentiated to effectively convey the unique focuses.

(General) *Yukari Amos, Assistant Professor of Education, Central Washington University*

SA4. My Teacher Doesn't Look Like Me!

Faculty of color are critical to educational equity. The presenters address the challenges of attracting, hiring and retaining staff and faculty of color, which requires recognizing institutional racism and dismantling white privilege.

(C/U, A, P/C, B/A, Policy Makers) *Sayumi Irey, Chair, Ethnic and Cultural Studies & Librarian, Bellevue Community College*

SA5. Native Vision

A Navajo girl struggles to keep her culture in a government-run boarding school. Her vision: to be a modern healer as her community joins the U.S. in World War Two. A new *Living Voices* production. (I, MS, HS, C/U, A, P/C, B/A) *Rachael McClinton, Artistic Director, Living Voices*

SA6. Using Engaging Literature to Teach Character Development and Literacy Acquisition

The session will combine best practices in reading, comprehension, and vocabulary with social skill and character development. Participants will learn how to use “read-alouds” to build self-esteem and improve literacy.

(P, I, MS, HS) *Teresa Morrison, Literacy Specialist, Zaner-Bloser Educational Publishers*

SA7. Resource Materials to Introduce the Culture of Northern India

This session introduces a curriculum of support materials related North Indian culture, including the story of the Ramayana. This is the result of 8 years of artist/teacher collaboration.

(MS/General) *Annie Penta, Artist*

SA8. Media Literacy: Addressing Negative Media Images of Muslims and People from the Middle East.

This session will explore the underlying dynamics at work in the construction of Muslims and/or people from the Middle East as “enemies” in the media and entertainment industry. Participants will gain tools and resources to raise student awareness and media literacy.

(MS, HS, C/U, P/C) *Gabriele Ross, Drug & Alcohol Intervention/Diversity Trainer, Evergreen Public Schools*

SA9. Two Americas

The “Two Americas” resources, sponsored by Newsweek Education Program, were inspired by Katrina’s devastation and the inequities exposed. The session will share an update on rebuilding/relocation efforts.

(MS, HS, C/U, General) *Joanne Dufour, Educational Consultant, Newsweek Education Program*

Saturday, October 28 – B Session – 1:30 PM – 3:00 PM

SB1. Understanding Anti-gay Harassment and Violence in Schools – Part 1

Understanding research findings from the Safe Schools Study, along with current data from studies on harassment and bullying, can lead to possible solutions for this area of growing concern. **Two-part session; those selecting this session must also select Part 2.**

(General) *Janet Bogle, Safe School Coalition, Spokane*

SB2. Multicultural Survivor

Repeat Session, see SA2 for description.

SB3. Lessons on Culturally Responsive Instruction from Teachers of High Performing African American Students – Part 1

Findings from a two-year study identify numerous strategies urban teachers used to meet the needs, culture and experiences of successful African American students. Participants will interact and reflect on the instructional and contextual features used by the teachers. **Two-part session; those selecting this session must also select Part 2.**

(P, I, MS, HS, A, P/C) *Johnnie McKinley, Director of Achievement and Equity, Puyallup School District*

SB4. My Teacher Doesn’t Look Like Me!

Repeat Session, see SA4 for description.

SB5. Moving Beyond Cultural Festivals – Part 1

Are you ready to move beyond cultural festivals? This session will use experiential participation to develop skills in cultural competency that can lead to sustainable change. Participants will take away relevant tools to employ beyond this session. **Two-part session; those selecting this session must also select Part 2.**

(General) *Heidi Schillinger, ReachOut Training Program Director, New Futures*

SB6. Cultural Diversity and School Safety – Part 1

Goths, Ravers, Skaters, Jocks, Lesbians, Blacks, Whites, Nerds, Gays, Ethnics, Stoners, Hotties, Transgenders, Thugs, Preppies, Gangsters, Wanna-Be's, Cutters, Anarchists, and 'The Regular Kids' - Keeping *All Kids Safe*. **Two-part session; those selecting this session must also select Part 2.** (General) *Dr. Martin Speckmaier, School Safety Consultant, Comprehensive School Safety, LLC.*

SB7. Strengthening What Works: Using Appreciative Inquiry to Reinforce Diversity Initiatives – Part 1

This hands-on interactive session creates a safe and welcoming environment for participants to practice using the tools of Appreciative Inquiry to identify and reinforce positive organizational efforts towards fostering multicultural environments and diversity. **Two-part session; those selecting this session must also select Part 2.**

(General) *Joan Tucker, Principal, The Path With Heart*

SB8. Unique Contributions of a Bilingual and Bicultural Education

Due to their multicultural upbringing, immigrant children have the potential to provide unique contributions to our society. An author of the book, "The Orphan Tsunami of 1700," shares his personal story of how his childhood bilingual education and cultural history contributed to his improving earthquake preparedness across the Pacific Northwest.

(I, MS, HS, C/U, P/C, B/A) *David Yamaguchi, Public-health Analyst, Scientist, Author, Freelance Writer.*

SB9. Islam after 9/11

The author offers timely information about Islam to aid in teaching *about, to, and with* Muslims based on highlights of the *News Source on Islam*.

(MS, HS, C/U, General) *Joanne Dufour, Educational Consultant, Newsweek Education Program*

Saturday, October 28 – C Session – 3:15 PM -3:45 PM

SC1. Understanding Anti-gay Harassment and Violence in Schools – Part 2

Continuing session, see SB1 for description.

SC2. Native Vision

Repeat Session, see SA5 for description.

SC3. Lessons on Culturally Responsive Instruction from Teachers of High Performing African American Students – Part 2

Continuing session, see SB3 for description.

SC4. The Ramayana, An Ancient Epic of India

A telling of the Ramayana with an introduction to textile arts and traditional clothing of India

(I, MS, General) *Annie Penta, Artist*

SC5. Moving Beyond Cultural Festivals – Part 2

Continuing session, see SB5 for description.

SC6. Cultural Diversity and School Safety – Part 2

Continuing session, see SB6 for description.

SC7. Strengthening What Works: Using Appreciative Inquiry to Reinforce Diversity Initiatives – Part 2

Continuing session, see SB7 for description.

SC8. Unique Contributions of a Bilingual and Bicultural Education

Repeat Session, see SB8 for description.
