

Voices

Maryland Multicultural Coalition/National Association of Multicultural Education

November 2014

Volume 7, Issue 1



Special points of interest:

- The Mid-Atlantic Equity Center is currently accepting presentation proposals for upcoming 2015 conference.
- Dr. Paul Gorski shares his knowledge during a workshop in October.
- MMC is looking for 2015 Epstein Award Nominations!

In this issue:

President's Message	I
2014 Nobel Peace Prize Winners	I
Workshop with Dr. Paul Gorski	3
2015 Epstein Award Nomination Form	6-7
2015 MMC Scholarship Form	8-11

President's Message

Welcome to another year. The Maryland Multicultural Coalition is off and running again this fall. We have already had one evening event in Prince George's County with Paul Gorski as our speaker. We are well underway with our planning of the spring conference in Harford County. Information is included in this issue. This past summer we met at the MSEA headquarters in Annapolis. We worked on the conference, evening events and the scholarship for the upcoming year.

As you are reading this issue, three of our board members will be in Tucson for the NAME International Conference. We hope to bring new ideas back to our chapter and share our successes with others.

We hope that you will take the time to renew your membership in NAME as well as read through our newsletter.

Have a wonderful fall.

Debbie Misiag

President MMC 2013-2015



2014 Nobel Peace Prize Winners Announced

"We should all consider each other as human beings, and we should respect each other," said Malala, who was in chemistry class when she found out about the award. "It is my message to children all around the world that they should stand up for their rights." -USA Today, October 10, 2014

To read the rest of the article, please visit <http://www.usatoday.com/story/news/world/2014/10/10/nobel-peace-prize-kailash-satyarthi-malala-yousafzai/16899569/>



Pakistan's Malala Yousafzai, 17, right, and India's Kailash Satyarthi, 60. (Photo: AFP/Getty Images)

AUTHOR/PROFESSOR GLORIA LADSON-BILLINGS COMES SPEAKS AT COLLEGES IN BALTIMORE

Student Agency and Empowerment through Culturally Responsive Teaching and Learning

The Culturally Responsive Teaching Program (CRT) is a multi-faceted initiative engaging faculty, staff, administrators and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. The 1st Annual Conference on Culturally Responsive Teaching (Saturday, September 27, 2014) brought together educators from various levels of education to share information and best practices in culturally responsive teaching methods.



Dr. Gloria Ladson-Billings was prevented from traveling to Baltimore to the CRT Conference due to the recent radar tower fire affecting both Midway and Ohare airports. The CRT Conference organizers made arrangements to hold a town hall meeting on CRT in the morning plenary slot. An amazing panel of participants and presenters was quickly assembled, and an inspiring town hall involved the audience and panel—students, faculty and administrators—in conversation. There were two breakout sessions with a total of twenty-eight workshops.

Later, a web talk from Madison Wisconsin lasted 50 minutes before the signal was lost. Dr. Ladson-Billings was ready and willing to participate and addressed the dedicated crowd that remained in the theatre at the end of a long, productive day of rich workshop collaborations. In her virtual visit, Dr. Ladson-Billings was engaging and so insightful about student achievement and teachers' roles in facilitating their growth and learning. It was as though she were chatting with us from her home in Madison. We do wish we could have had Dr. Ladson-Billings in the theatre at CCBC Dundalk, in conversations face-to-face, but we are extremely grateful to her and to the audience for making the effort to build on our constructive collaborations on culturally relevant or responsive teaching. It seems it was an amazing day; the first of many meaningful CRT conferences.

Hip Hops Connection to the Classroom

Loyola University Maryland's Center for Innovation in Urban Education welcomed Gloria Ladson-Billings, Ph.D, for "Hip Hop/Hip Hope: Reinventing Culturally Relevant Pedagogy" on Thursday, Oct. 16, at 6 p.m. in McGuire Hall on the Evergreen campus.

During her lecture, Ladson-Billings, who coined the term "culturally relevant pedagogy," described how hip hop provides a hope for engaging students in a culturally relevant way to ensure their academic, cultural, and social-civic success. She shared about the heritage of hip hop and how you can use it as an instructional tool to meet the learning styles of various students. A book signing for her books *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms* immediately followed the lecture.



MSEA and MMC co-sponsor lecture by Paul Gorski

On October 1, 2014, MSEA and MMC co-sponsored an evening event with author and educator, Paul Gorski, in Prince George's County. MMC and MSEA have worked collaboratively to bring our members numerous evening events across the state and throughout the school year. This time we provided dinner and a presentation with Professor Paul Gorski. Paul is an associate professor of Integrative Studies in George Mason University's New Century College, where he teaches classes such as Poverty, Wealth, and Inequality; Social Justice Education; Animal Rights; Social Justice Consciousness and Personal Transformation; and Environmental Justice. He recently led the design and development of the new Social Justice and Human Rights [undergraduate](#) and graduate programs at George Mason as well. Paul is a Research Fellow for the Center for the Advancement of Well-Being, and is serving his second term on the board of the [International Association for Intercultural Education](#). He has been an active consultant, presenter, and trainer for nearly 20 years, conducting

workshops and providing guidance for schools and community organizations committed to equity and diversity. He created and continues to maintain the [Multicultural Pavilion](#), an award winning website focused on critical multicultural education. He has published more than [50 articles and eigh books](#), focusing most recently on topics like poverty and educational opportunity, racial equity, and activist resiliency. He also has taught for the University of Virginia, the University of Maryland, Hamline University, and the Humane Society University.

Paul is the author of several books on the topic of poverty. The evening's presentation encouraged us, as educators, to reflect on how we perceive students and families that live in poverty. In many cases, society views poverty as a deficit model not an asset model. He decided how this can impact our work with families and students.

As the number of families who live in poverty increases – as it has in Maryland over the past few years – it



Photo courtesy of Rita Robinson

is important that we understand how our misconceptions of poverty influence the way we interact and even educate our students. Do we expect the same of all students? Do we provide encouragement, hope and well-being to all students? Do we provide support for all students?

An extra special thank you to Paul for getting our year off to a great start.

Story by Debbie Misiag

SPLC's Teaching Tolerance Announces New Curriculum

The Southern Poverty Law Center announced the launching of an online tool that helps teachers to implement literacy standards, while assisting students to see things from a different point of view. The curriculum is called "Perspectives for a Diverse America." The curriculum project began when educators voiced the need for multicultural teaching materials that go beyond the static lesson plan. Go to www.splcenter.org for more information.

Barriers Rooted in Race and Gender Bias Harm Educational Outcomes of African American Girls and Must Be Addressed, A New Report Shows:

UNLOCKING OPPORTUNITY FOR AFRICAN AMERICAN GIRLS:

A Call to Action for Educational Equity

Behind many of the most important battles for racial and gender equality in the United States—from school desegregation to sex discrimination—are African American girls. From the pioneers in school desegregation, such as Linda Brown and Barbara Johns,¹ to the advocates for legal protections against student-on-student sexual harassment, like LaShonda Davis,² African American girls have played significant roles in ensuring the availability of meaningful educational opportunities for everyone. Despite this proud history of leadership, the ongoing experiences of African American girls in our nation's schools are rarely considered or discussed. Yet African American girls face significant barriers to educational attainment, including lack of access to quality educational opportunities; pervasive racial and gender stereotypes that affect the decision-making of school leaders and educators; discriminatory discipline practices that disproportionately push them out of school; high rates of exposure to sexual harassment and violence; juvenile justice system involvement; and lack of support for those who are pregnant or parenting while still in school. In almost all states, the high school graduation rate for African American girls is significantly below that of white girls and the national average for all girls, and African American girls are behind on a range of academic measures related to college readiness. These systemic educational barriers and challenges produce life-long economic obstacles, such as limited job opportunities, lower earnings, and disproportionate representation among those in poverty. As a result, African American girls are uniquely vulnerable to a "School-to-Poverty Pathway."

With *Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity*, the National Women's Law Center and the NAACP Legal Defense and Educational Fund, Inc. shine a spotlight on the barriers that restrict and limit the educational opportunities of many African American girls, the impact of those barriers on the lives of African American girls and women, and the available interventions that present opportunities to fundamentally improve life outcomes for young African American women. This report – the result of a multi-year study – urges educators, school leaders, community leaders and members, advocates, policymakers, and philanthropic organizations to take action to advance the success of African American girls, complementing the important ongoing work to improve educational outcomes for boys and men of color. Our entire nation has a stake in ensuring the academic and professional success of all children.

Because of the Intersection of Racial and Gender Discrimination and Stereotypes, African American Girls Confront Significant Obstacles to Achievement in School.

African American girls often encounter deeply embedded stereotypes that reinforce racial and gender biases in the classroom. Research confirms that stereotypes of African American girls are pervasive among educators who assume that African American girls require greater social correction than other girls.³ As a result, African American girls frequently face harsher disciplinary sanctions for "non-conforming" behavior, such as expressing their opinions, and are more likely to be erroneously disciplined as aggressors, instead of properly identified as victims of sexual harassment and violence. Despite facing these challenges, research shows that African American girls aspire to be leaders more than any other group of girls and rate themselves more highly on leadership skills than do white girls.

Continued on next page

MID-ATLANTIC EQUITY CENTER CONFERENCE

Boosting Success for 21st Century Learners

Equitable Practices for High Achievement

**May 6, 2015 The Conference Center at the Maritime Institute,
Baltimore, Maryland**

The Mid- Atlantic Equity Center is now accepting presentation proposals for its 2015 annual conference. They are seeking dynamic presenters who model culturally competent leadership and offer interactive workshops that address the two conference strands * *Positive School Climates* and *English Learners*. * Each year over 300 educators, administrators, policy makers, nonprofit leaders, and families attend the conference.

If you are interested in making a presentation, please complete the online presentation form at www.maec.org/conference/presenters.html by Friday, November 14, 2014 .



Call to Action

Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity calls for the development and implementation of policies and programs to improve educational and career outcomes, not only for African American girls, but for all students. This Call to Action complements the laudable recent efforts to address the critical challenges facing boys of color and offers a supportive context in which to understand the needs of all youth of color. The full report contains a detailed list of recommendations for policymakers; schools and districts; parents, caregivers, and community advocates; and philanthropic organizations. Key recommendations are listed below in summary form.

Give students a strong start by investing in early childhood education. Expand access to affordable, high-quality child care and early education through increased investments in child care; universal, full-day pre-kindergarten; Head Start/Early Head Start; and other early learning initiatives.

Provide support for the most vulnerable students. Develop problem-solving and evaluation models for schools to ensure that all children are screened early for disabilities and to ensure that children's academic and emotional needs are addressed by early and intensive evidence-based interventions, instruction, and support services.

Ensure equitable distribution of school resources. Reduce intra- and inter-district disparities in school resources, so that all students have access to curricula, instruction, materials, support personnel, subject-matter qualified teachers, and technology that encourage and facilitate college- and career-ready curricula and skills.

Eliminate overly punitive and exclusionary discipline practices. Increase transparency and accuracy in schools' annually reported discipline data, audit schools' discipline policies, promote implementation of community-responsive discipline practices and alternatives to exclusionary practices, such as Social and Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS). Implement data systems that encourage the tracking, identification, and timely reporting of racial and gender disparities in discipline.

Reduce race- and gender-based harassment and violence. Require schools to adopt and publicize strong anti-harassment policies. Ensure that educators and students receive race- and gender-responsive, trauma-sensitive, culturally-competent training to properly identify symptoms of trauma and appropriately respond to victims of sexual harassment and violence without mislabeling African American girls as perpetrators, when they are actually victims, based on stereotypes. Ensure that schools prevent and address harassment and violence.

• **Support pregnant and parenting students.** Identify educational barriers for pregnant and parenting students, evaluate promising school-based programs to support their educational success, and give school districts resources and tools to establish such programs. Support medically-accurate and comprehensive sex education that is LGBTQ inclusive and does not stigmatize young parents.

• **Increase access to athletics and other after-school programs.** Support efforts to increase transparency in high school athletics participation and distribution of resources, reduce financial obstacles to participation, and promote outreach to and recruitment of girls of color.

• **Support leadership development among African American girls.** Expose African American girls to African American women in leadership positions and help African American girls develop skills that will enhance their leadership potential. Amplify the voices of African American girls and ensure that their needs are addressed in policies and programs. • **Increase access to Science, Technology, Engineering, and Math (STEM) programs and other rigorous course offerings.** Ensure that schools take the steps necessary to provide African American girls and women with equal access to STEM classes; ensure that schools train teachers and administrators to identify and address implicit bias and stereotypes, isolation, and other issues impacting the involvement and success of African American girls and women in STEM.

• **Encourage transparency and accountability for the performance of all students.** Promote policies that identify low-performing schools, and require that reported data be cross-tabulated to take into account the ways in which the intersection of race, ethnicity, and gender affect the educational outcomes of girls and boys of color.

• **Strengthen enforcement of Titles VI and IX** to eradicate race- and gender-based discrimination in schools.

• **Invest in the future of African American girls.** Target philanthropic funding domestically to address the needs of women and girls of color in the United States; funding should be aimed toward providing social services, support systems, and programs that will help address the needs of all African American girls, especially the most vulnerable — those who are low-income, in the child welfare system, victims of child sex trafficking, struggling to complete school, or in the juvenile justice system

See a comprehensive report (executive summary) released by the National Women's Law Center (NWLC) and the NAACP Legal Defense and Educational Fund, Inc. (LDF).

Nomination of _____

Maryland Multicultural Coalition/State Chapter of NAME
2015 JACK EPSTEIN AWARD
FOR CONTRIBUTIONS TO MULTICULTURAL EDUCATION

NOMINATION FORM

This application and all support materials will become the property of Maryland Multicultural Coalition/NAME.
To be considered, this application must be postmarked or delivered by March 1, 2015.

Please type or print clearly.

1. NAME OF NOMINEE/NOMINATED PROJECT:

2. Business address: _____
street apt. #

_____ city state zip

3. Home address (if individual):

_____ street apt. #

_____ City state zip

4. Home phone: _____ Work phone: _____

PLEASE INCLUDE WITH THIS NOMINATION:

A letter of support explaining how the nominee meets the criteria (see attachment) for the award. (Additional letters of support may be included.)

A brief biographical sketch of the individual or overview of the program.

Materials from projects, newspaper clippings and other support material may be submitted. Support material should relate to the reasons the nominee is being nominated. Final decision on awards to be presented will be made by the MMC/NAME Executive Board. The Executive Board may solicit additional information if it is deemed necessary. The nomination form and support materials will become the property of MMC/NAME.

Nomination of _____

Please type or print clearly:

I. NOMINATED BY:

name

2. Business address: _____

street

apt. #

city

state

zip

3. Home address (if individual):

street

apt. #

city

state

zip

4. Home phone: _____ Work phone: _____

E-mail address _____

**MAIL TO: Debbie Misiag, MMC/NAME President
PO Box 738
Columbia, MD 21045**

deborah_misiag@hcpss.org

OR FAX TO: 410-313-7049



MARYLAND MULTICULTURAL COALITION

Chapter of the National Association for Multicultural Education



Scholarship Application

Application Year: 2015

MMC/NAME is the Maryland Chapter of the National Association for Multicultural Education. The mission of MMC/NAME is to promote and support education that is multicultural as a means of achieving the full academic potential of every learner in Maryland by: sharing knowledge and resources, fostering appreciation of diversity, and advocating for educational equity. MMC/NAME brings together individuals and groups with an interest in multicultural education from all levels of education, from different academic disciplines and a variety of educational institutions. It is our pleasure to sponsor this scholarship. Visit our website at www.nameorg.org and our blog at <http://Mdmc.edublogs.org>

Application Instructions:

Please complete the attached application form to apply for the MMC/NAME Scholarship and submit it by April 1, 2015. Attention to MMC/NAME Scholarship Committee at P.O. Box 738 Columbia, MD 21045. Scholarship winners will be announced at the beginning of May and funds distributed to the individual or school by the end of July.

Requirements for **High School** Applicant:

- Must be a resident of Maryland
- Must have a 3.4 or higher un-weighted GPA
- Must be eligible to graduate in June, of the year of application
- Proof of acceptance in a 2 or 4-year undergraduate program
- Must intend to teach P-12 upon completion of an undergraduate program
- Attach copy of current transcript

Requirements for **Undergraduate College** Applicant:

- Must be a resident of Maryland
- Must be a current undergraduate student in one of Maryland's colleges or universities
- Must have a 3.5 cumulative average
- Must intend to teach P-12 upon completion of an undergraduate program
- Attach copy of current transcript



MARYLAND MULTICULTURAL COALITION

Chapter of the National Association for Multicultural Education



Personal Information

First Name: _____ Last Name: _____

Address: _____

Home Phone: _____ E-Mail: _____

Educational Information

College GPA: _____ Attach current transcript

HIGH SCHOOL ONLY:

High School: _____ Attach current transcript

GPA: _____

Please circle one: SAT ACT

SAT Math: _____

ACT English: _____

SAT Verbal: _____

ACT Math: _____

SAT Total: _____

ACT Reading: _____

ACT Science: _____

ACT Composite Score: _____



MARYLAND MULTICULTURAL COALITION

Chapter of the National Association for Multicultural Education



Extracurricular Activities (High School and College Applicants)

<u>Activity</u>	<u>Roles and Responsibilities</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please provide two reference , one personal and one school based with a letter of support from each person.

Personal Reference:

Name: _____

E-mail _____

Daytime phone number _____

Relationship to applicant: _____

School based Reference:

Name: _____

E-mail _____

Daytime phone number _____

Relationship to applicant: _____



Date:_____