The Imperative for Social Justice in Schools:
Collaborations and Conversations with Community and Educational Leaders

Program Agenda

UF College of Education
PROGRAM SCHEDULE

Registration.................................................................................. 8:00 - 8:30 a.m.

Introductions ................................................................................ 8:30 - 8:35 a.m.
Rebekah Cordova

Welcome...................................................................................... 8:35 - 9:05 a.m.
Oliver Telusma

Sessions and Workshops ........................................................... 9:15 - 12:10 p.m.

Lunch.......................................................................................... 12:10 - 1:10 p.m.

Panel Discussion.......................................................................... 1:15 - 2:20 p.m.
Panel Facilitator: Val Brown

Next Steps................................................................................... 2:20 - 2:40 p.m.
Cathy Atria

Sessions and Workshops ........................................................... 2:50 - 4:30 p.m.
PANEL DISCUSSION, SESSIONS, AND WORKSHOPS

9:15 - 10:00 A.M.

Authentic Collaboration with Community ......................................................Room 220
Diedre Houchen, Joseph Cordova, and Addison Staples

Dare to Teach .....................................................................................................Room 239
Marian Dingle

Developing a Diverse Educator Pipeline:
Starting the Journey to Social Justice in the Classroom ..............................Room 247
Daneen Johnson and Jackie Pedota

Gainesville for All - People Power .................................................................Room 243
James Lawrence

9:15 - 11:00 A.M.

Creating Gracious Space in Communities and Schools ..............................Room 250
Chris Janson and Rudy Jamison

10:15 - 11:00 A.M.

Florida for All .................................................................................................Room 212
Manuela Osorio and Leilla Belony

On Your Behalf: The Crucial Role of
School Counselors as Advocates .................................................................Room 239
Nikiah Washington

Parenting While Black .....................................................................................Room 220
Shana White and Val Brown

Truth & Reconciliation in Small Town America .............................................Room 260
Jordan Marlowe
10:15 - 12:00 P.M.

**Action Research as Liberation** ................................................................. Room 247
Karla Haas Moskowitz, Therese Rigor, and Adeline Harker

**Latinx Voices: Ethnic Studies in Florida** ................................................. Room 243
Juanita Duque

11:15 - 12:00 P.M.

**Fanning the Flames of Inquiry: The Transformative Power of the Dialogic Classroom** .......................... Room 239
Meaghan Gulledge, Kayla Sutcliffe, Deandra McKoy, and Amy Lewis

“The New School”: Public Education as the Seat of Radical Change ........ Room 220
Oliver Telusma

When They See Me: Effectively Restoring the Humanity of Children of Color in Today’s Classrooms and Schools .... Room 260
Donald Nicolas

2:45 - 3:30 P.M.

Are Elementary and Middle School Students Aware of How Race Impacts their School Experiences? .......... Room 220
Nyan Brown and Laila Brown

Children Beyond Our Borders: Community Outreach and Clinical Assistance for Hispanic Immigrants ................. Room 247
Juan Leon and Maria Eugenia Zelaya

Disrupting Inequities for Students of Color ......................................................... Room 212
Kimberly Skukalek and Heather Wiseman
2:45 - 4:30 P.M.

Dismantling Adaption via Awareness, Leadership and Activism in School Communities ................................................................. Room 239
Joseph Cordova

Teaching the History of Slavery Through American Literature ........ Room 243
Jessica Piper

3:45 - 4:30 P.M.

Community and Education Leaders: Building an Authentic and Respectful Relationships Through Understanding of Their Leadership Behaviors and Practices to Influence K-12 Education Policies ........ Room 247
Mai Keisling

Friendship Circle: A Metaphor for Identity ................................................. Room 260
Heidi Powell

Increasing Social Justice Awareness with Literacy Access .................. Room 212
Anika Perry

Writing, Creating, and Enacting Knowledge for Social Justice Practices ................................................................. Room 220
Christopher Irving, Mary-Anne Primack, and Semeion Richardson
**ACTION RESEARCH AS LIBERATION**

Karla Haas Moskowitz, 10th Grade English Language Arts Teacher, P.K. Yonge

Therese Rigor, 10th Grade Student, P.K. Yonge

Adeline Harker, 10th Grade Student, P.K. Yonge

This session will include a presentation on the philosophy/theory and practice of participatory action research with a focus on the methodologies of appreciative inquiry, phenomenology, portraiture, and auto-ethnography. The workshop will explore how participatory action research can provide opportunities for narrative and creative expressions as well as intellectual, emotional, psychological, and spiritual liberation for young people as they explore relevant critical questions that can facilitate transformation of self and world. This will include examples, tools, and logistics to support implementation. The session will also create space for participants to develop their own essential questions that will guide personal learning that is launched at the conference and that can continue developing, with support from the facilitator, post-conference life and work.

**ARE ELEMENTARY AND MIDDLE SCHOOL STUDENTS AWARE OF HOW RACE IMPACTS THEIR SCHOOL EXPERIENCES?**

Nyan Brown, 6th Grade Student

Laila Brown, 5th Grade Student

How aware are elementary and middle school of how race impacts their school experiences? What are they experiencing? What do they think about it? How do they deal with it? What do they need from us? In this session you will have the opportunity to learn directly from a fifth and sixth grader on what it means to be Black in a local public school.
AUTHENTIC COLLABORATION WITH COMMUNITY

Diedre Houchen, Postdoctoral Scholar, Center for the Study of Race and Relations, UF
Joseph Cordova, Attorney, Florida Legal Services, Inc.
Addison Staples, Executive Director, Aces in Motion

Community Collaboration takes shape in many different forms, inspired by unique experiences and partnerships. However, too often the fuel that drives the collaboration forward is derivative of data, research and assumption. Instead, true, authentic collaboration must be rooted in mutual trust, common desire and shared humanity. In this presentation, each panelist will reveal their paths and stories of challenge and success by unpacking the ideas of ‘Unlearning’, ‘Vulnerability’, ‘Historicity’ and ‘Outcomes’. All three panelists have worked to build coalitions, partnerships, and community based projects that include collaboration across culture, race, generation and language. This presentation will include audience interaction, activities and discussion with the goal to deepen its audience’s approach to authentic community collaboration.

CHILDREN BEYOND OUR BORDERS: COMMUNITY OUTREACH AND CLINICAL ASSISTANCE FOR HISPANIC IMMIGRANTS

Juan Leon, Iglesia Hispana de Alachua, Children Beyond Our Borders, Inc.
Maria Eugenia Zelaya, Iglesia Hispana de Alachua

In this session, participants will learn about Children Beyond Our Borders is a Florida-based non profit which focuses on empowering Hispanic children and immigrants through education. We provide weekly free tutoring sessions for children in Alachua and Orlando, along with monthly educational workshops meant to promote higher learning through interactive lessons and guest speakers. In addition, we run a biannual free pediatric clinic which provides medical and dental services for underserved and uninsured families. We strive to break down barriers for struggling communities and to connect individuals with as many social resources as needed. Our main objective, that of empowerment through education, serves as a direct tool for facilitating social justice by providing the resources that disadvantaged communities need to forge ahead and succeed academically. In addition, breaking down health care barriers through our clinic assists local communities with financial assistance, preventative care, and connecting them to other local organizations that could help remove their socioeconomic constraints for a better future.
COMMUNITY AND EDUCATION LEADERS: BUILDING AN AUTHENTIC AND RESPECTFUL RELATIONSHIPS THROUGH UNDERSTANDING OF THEIR LEADERSHIP BEHAVIORS AND PRACTICES TO INFLUENCE K-12 EDUCATION POLICIES

Mai Keisling, Art Teacher, Duval County Public Schools

Because education is perceived as the source of community’s past, current, and future workforce, community leaders, supporters, and general public citizenries care deeply about how the children of community perform in school. Community leaders, both traditional and non-traditional leaders, who advocate for public education, share a common interest in improving student achievement and public schools in general. Community leaders can still advocate for school issues and advance rational school policies with respect to each other’s approach to school solutions by building an authentic and organic relationships with one another. For the purpose of the session focused on community and education leaders, the facilitator will introduce an overview of how different mainstream community leaders and the cultural/ethnic community leaders used their leadership behaviors and practices to influence K-12 education policies.

DARE TO TEACH

Marian Dingle, 4th Grade Educator, DeKalb County Schools

This session is intended for K-12 educators who are ready for conversations moving beyond “why” to teach for social justice, but are now focused on the “how” to do so. The facilitator will begin by building a consensus among participants about why this teaching for social justice is important and will then use examples from her own practice. Participants will have the opportunity to share what they have done in their own practices as well. Teaching for social justice can be difficult and is best done in community. Our session is meant to be an opportunity to expand our community and build on educator resources.
DEVELOPING A DIVERSE EDUCATOR PIPELINE: STARTING THE JOURNEY TO SOCIAL JUSTICE IN THE CLASSROOM
Daneen Johnson, Assistant Director for Career Engagement - Education, UF
Jackie Pedota, Assistant Director for Career Engagement - CLAS, UF

Representation and cross-cultural understanding within educational professionals in K-12 has been proven as an integral component in serving and empowering underrepresented students. This cannot be possible without the work that community organizations and higher education professionals do, especially within Career Services, to support diverse future educators both within the College of Education and across the University of Florida (UF). This session seeks to provide a landscape of students that pursue employment within education after graduating UF, while emphasizing why efforts towards diversifying educator pipelines matter. This session also provides strategies and best practices employed by districts, the Career Connections Center, and other educational organizations to support, recruit, and retain diverse educators.

DISMANTLING ADAPTATION VIA AWARENESS, LEADERSHIP AND ACTIVISM IN SCHOOL COMMUNITIES
Joseph Cordova, Attorney, Florida Legal Services, Inc.

In the face of struggle, of the many responses, the most damaging can be adaptation. When entire communities adapt, they essentially promote the exploitation of their own basic rights. Eventually, entire communities begin to identify as the exploited and, eventually shrug their shoulder as, “That’s just the way it is.” However, when presented with the basic tenets of ‘fair’ and ‘unfair’, a renewed sense of activism results and leaders are born. This workshop will be a participatory demonstration and review of the Community Leadership and Legal Education project implemented by the presenter over the past year at Taylor Middle/High School in Pierson, FL. Via demonstration of lesson plans and participation in group activities linked to Juvenile Justice, Street Law Legal Life Skills, Identity, Leadership and Activism, workshop attendees will engage in an easy to follow, yet powerful presentation of commonly deprived rights and how simple awareness can promote change.
DISRUPTING INEQUITIES FOR STUDENTS OF COLOR
Kimberly Skukalek, Instructional Staff Developer for Equity and CRT, Pinellas County Schools
Heather Wiseman, Pinellas County Schools

Regarding the perceived achievement gap among our Students of Color, Pinellas County Schools created better classroom outcomes centering around the culturally relevant (CR) mental mode of thinking. Instructional staff developers (ISD) worked with teachers to incorporate CR mindset in their lesson plans. ISDs offered coaching and feedback and selected qualified teachers to serve as CR model classrooms; thus, providing authentic professional development for other teachers to see this work in action throughout the school year.

In this session, participants will hear firsthand experience of how planning with student’s narratives in mind will help them better engage with the content and connect with their peers. Participants will also leave with CR lesson plan considerations that will empower students to become self-directed learners. One of the CR model teachers will provide student examples that will facilitate a better understanding of the practice of CR lesson planning within an inclusive and academically rigorous environment.

FANNING THE FLAMES OF INQUIRY: THE TRANSFORMATIVE POWER OF THE A DIALOGIC CLASSROOM
Meaghan Gulledge, Glen Springs Elementary School
Kayla Sutcliffe, Glen Springs Elementary School
Deandra McKoy, Glen Springs Elementary School
Amy Lewis, Glen Springs Elementary School

The power of a dialogic classroom allows all students, even non-readers, to actively participate in making meaning from classroom experiences. Collaborative inquiry through dialogue to explore social justice and inequality are the driving force behind student engagement. This presentation focuses on student led inquiries into social justice through elementary level texts. Student work, videos of dialogic discussions, lesson plans, resources, and classroom procedures will be shown to address the details of successfully cultivating critical literacy inquiry. Participants will be invited to collaboratively brainstorm possible “critical encounters” that could spark fiery inquiry in their own classrooms.
FLORIDA FOR ALL
Manuela Osorio, Dream Defenders Freedom Fellow
Leilla Belony, Dream Defenders Communications Organizer

As Dream Defenders, we dream of a Florida For All. We aspire to build community and empower the disenfranchised to create a new world that provides for all of us. This session focuses on freedoms we believe all people deserve: to be free from police and prisons; poverty; war; and environmental destruction. We believe people should be free to be themselves, live in a true democracy, and move freely. Our time together will be spent supporting attendees to share their stories and hopes for a better future in Florida. We, as representatives of the Dream Defenders, will share our strategies for building community power and confronting systematic power.

FRIENDSHIP CIRCLE- A METAPHOR FOR IDENTITY
Heidi Powell, Assistant Professor, College of the Arts, UF

Sharing from an artist’s perspective, this session will explore how we express identity. As an artist of Native American (Lenni Lenape) and Norwegian descent, the facilitator uses a variety of materials to engage multiple notions of place and space as cultural experience, as art is a language of culture, the social landscape of a society that bridges the gap between others and self. This session will explore how artwork can represent the transcultural – a meeting place of cultures (a merging of migrant ideas, symbols, or influences from one culture to another) and teach about others and ourselves. Foundational to this work is the notion of “story” which re-emphasizes the conflictual and the consensual in society helping construct daily identities when the personal, collective, and cultural converge. Sharing how creativity can address The Friendship Circle is a work shaped by connection and how we make meaning with our own histories in today’s world. It speaks to how we connect to our different selves and those around us.

GAINESVILLE FOR ALL - PEOPLE POWER
James Lawrence, Director, Gainesville for All

In this session, Gainesville for All (GNV4ALL) will provide participants with the history of the community-based initiative, along with an overview of its structure, challenges, and successes. The session will also discuss ongoing efforts to introduce early learning programs on a pilot basis at Rawlings and Metcalfe elementary schools in the Gainesville Empowerment Zone. Representatives of each of our four GNV4ALL teams -- criminal justice, health and transportation, education and family support, will discuss their individual work in the Gainesville community.
INCREASING SOCIAL JUSTICE AWARENESS WITH LITERACY ACCESS
Anika Perry, Teacher/5th Grade Literacy Chair, Fulton County Schools

Students encounter social justice challenges every day and the dilemma in knowing how to effectively serve the diversity of students within schools continues. Initiatives to increase students’ awareness of social justice have recently gained momentum but instructional practice has not been as responsive and is in need of improvement. In this workshop, I will discuss how exposure to social justice issues requires new skills from teachers and students and share many of the successful strategies I use in my classroom to support students in their learning.

LATINX VOICES: ETHNIC STUDIES IN FLORIDA
Juanita Duque, Latinx Diaspora in the Americas, Samuel Proctor Oral History Program

Ethnic Studies throughout the U.S. emerged from the demands of student-led campus movements that challenged climates and legacies of racial exclusion. Examples of these are the Black Campus Movement and the Unión Estudiantil Boricua (Puerto Rican Student Union) in the mid 1960s and the early 1970s, as well as the Chicano walk-out in California. At the University of Florida, recent student organizing highlighted a the continued political struggle for equity in higher education. Oral history allows us to deepen our understanding of this unique challenge by engaging with a myriad of experiences without prioritizing a “dominant” narrative. The interviews on which we draw upon for this presentation were collected as part of a community-led initiative called Nuestras Historias that sought to document the voices and experiences of Latinx students in higher education. We explore issues and themes highlighted by the students interviewed as well as those leading the presentation.
ON YOUR BEHALF: THE CRUCIAL ROLE OF SCHOOL COUNSELORS AS ADVOCATES

Nikiah Washington, School Counselor, Middleton-Burney Elementary School, Putnam County

James Baldwin once said “Not everything that is faced can be changed, but nothing can be changed until it is faced.” It can be argued that advocacy is the most important tool we can use to achieve real change in our educational system. Advocacy is one of the main functions of a School Counselor, according to the Florida School Counseling Association. School Counselors should be empowered to give educators a broader view of the choices they make every day. Using advocacy and education to effect social change, open minds, open hearts, contain fears, and empower other educators to advocate for themselves and their students. Learn how school counselors can lead your school to achieving our shared purpose: an educated, healthy, contributing, and prosperous society.

PARENTING WHILE BLACK

Shana White, Teacher and Professional Development, Gwinnett County Public Schools/Teaching Tolerance
Val Brown, #CleartheAir

In an educational system not built for all Black students to thrive and succeed we will discuss the ways schools can reach, empower, and include Black parents and Black students to create a more conducive and empowering learning environment while also actively engaging and including Black parents in their children’s schooling experiences.

TEACHING THE HISTORY OF SLAVERY THROUGH AMERICAN LITERATURE

Jessica Piper, American Literature Teacher, Maryville High School, Missouri

This session explores key ways of teaching slavery through American Literature. Using guiding questions and the primary resources, participants will be able to better understand how to teach this difficult topic with the respect it deserves. The session questions are:
1. How did the development of America depend on the institution of slavery?
2. Why should the history of slavery be integrated into the study of Colonial-present day American Literature?
3. What issues related to slavery persist in our society? How can teachers address these issues using American Literature as the basis of study?
4. How should Literature teachers teach the narrative of our nation’s past?
“THE NEW SCHOOL”: PUBLIC EDUCATION AS THE SEAT OF RADICAL CHANGE

Oliver Telusma, J.D. Candidate, FAMU Law

This workshop will explore how public education has been the incubator for implementing radical change in the United States since the end of World War II. Participants will be able to identify the historical framework of the education gap and will be able to utilize historical and contemporary knowledge of social justice movements to contextualize where the public education system sits in relation to larger liberation movements. Finally, in weighing different courses of action (direct action, advocacy, etc.), participants will be able to find the most effective means of bringing different views together in their roles as educators, activists, and administrators.

TRUTH & RECONCILIATION IN SMALL TOWN AMERICA

Jordan Marlowe, Mayor, City of Newberry, FL

This session will explore the process the City of Newberry, FL has undertaken to address Jim Crow era practices, the steps and activities that have been accomplished to foster new bonds of community, the goals and aspirations of the community, and seek feedback on steps to see those goals reach fruition. The dilemma for participant engagement and feedback relates to answering this question: How do we lead a community through the process of Truth and Reconciliation without knowing what, how, or when the process can be declared successful or complete?

WHEN THEY SEE ME: EFFECTIVELY RESTORING THE HUMANITY OF CHILDREN OF COLOR IN TODAY’S CLASSROOMS AND SCHOOLS

Donald Nicolas, Educator, Doctoral Candidate - UF

“The humanity of students of color, in this nation, continues to be compromised. As a student, I was robbed of my humanity as a learner by educators. When I became an educator, I was committed to restore humanity for students of color. This workshop will explore the realities of being stripped of your humanity in the classroom and the importance of tailoring humanity practices within the classroom. I will share the nuances of the needs of migrant families and what schools can be doing to assist.
The Department of Educational Leadership in the College of Education at the University of Florida, in collaboration with the All Y’All Social Justice Collective, are proud to host this important work.

School leadership plays a critical role in student achievement. Today, more than ever, schools need leaders with the knowledge, skills, and dispositions to lead in a variety of school contexts and diverse populations. The Department of Educational Leadership is committed to training and preparing school leaders able to meet the needs of today’s and tomorrow’s communities, learners, and educators.

The All Y’all Social Justice Series Collective currently consists of Florida public school teachers; education faculty members and researchers from the University of North Florida, University of North Georgia, College of Charleston, and University of Florida; and staff from a variety of Southern-based justice organizations. We seek to connect educators, students, and community members who are leading social justice work across the Southeastern United States. We provide educative experiences to share Southern justice work in education, inspire personal reflection, and encourage future partnerships between community members. Our hope is to spark collaboration and influence ideas in the name of social justice for all students.

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