

BREAKOUT SESSION I

THURSDAY, MARCH 21 – NOON TO 1:00 PM

From White Teacher to White Principal with Cultural Responsiveness in Between...

The purpose of this paper is to highlight a White racially framed look at preparing White educators for positions of educational leadership. Specifically, this presentation aims to look at how to facilitate white racial self-reflection among White preservice principals.

Presenter: Mack Hines III | Room A111

Creating an Equity Agenda for School Improvement

Utilizing a culturally responsive school leadership model (Khalifa, 2018), this highly interactive workshop will provide teachers, teacher-leaders and school-based administrators with practical strategies to lead school improvement with an equity mindset. Participants will be introduced to equity audits, restorative community circles and student led diversity conferences as a means to closing the achievement gap.

Presenter(s): Dr. Alana Murray, Principal, Shady Grove Middle School, MCPS, **Shawaan Robinson**, Assistant Principal, Tilden Middle School, MCPS, **Mrs. Jewel Sanders**, Principal, Rosa Parks Middle School, MCPS | **Room A113**

Measuring Undergraduate Social Work Students' Values and Understanding of Privilege and Oppression (combined session)

The social work profession highlights the importance of diverse perspectives when providing support to underserved populations). In line with accreditation and professional organization guidelines, Salisbury University's social work department aims to educate students on diverse client needs and promoting social justice. Students in the social work 309 courses (Privilege and Oppression) were asked to complete a pretest and a posttest survey regarding course content and their learning.

Presenter: Alessia P. Owens-King, Salisbury University | **Room A303**

Understanding iGen and how to forge Acceptance, Accountability, and Agents of Change (combined session)

This presentation will serve to provide information and dialogue into two areas that plague society, particularly in the school house-accountability and repairing harm. This conversation will model examples of how to gain partnership, encourage responsibility, implement tools/strategies to cultivate positive social-emotional awareness, healthy mindset, and restore community.

Presenter: Alicia Cooper Danyali, New Century School | **Room A303**

Social Belonging: Promoting Agency and Equity in Institutional Practices and Classroom Spaces

Educational researchers recognize the role that belonging plays in the success of students who are underrepresented in traditional classrooms. CCBC faculty will apply research in social belonging to examine how institutional structures shape student experiences. They will offer strategies for fostering belonging through course design, non-standardized grading, and community-building cohorts.

Presenter(s): Liz Hart & Kris Messer, Community College of Baltimore County (CCBC) | **Room A304**

**Student Only Session with Keynote Dr. Gretchen Rudham
Room 8 North**

**Understanding Internalized Oppression: How Culturally Responsive Instruction
Can Be Weaponized to Harm Children of Color**

Culturally Responsive Instruction is foundationally supported by anti-racist, anti-oppression ideology. Infrequently are these foundations explored as educators seek to negotiate culturally responsive practice. Moreover, educators of color are often assumed to be "culturally competent," racially conscious, and equitable. This presentation is designed to challenge these assumptions by unpacking the construct of internalized oppression. We will examine how the process of "becoming formally educated" almost assures the all educators have a hostile orientation to the increasing diverse population of public school students.

Presenter: Dr. Lisa Williams, Baltimore County Public Schools | Room A306

Names and Identity: Creative Cultural Self-Reflection for Students and Faculty

Inspired by an interest in names, particularly unique African American names, this presentation promotes self-reflective and creative expression related to issues such as perception and stereotypes. Through actual student reflections and a creative, personal video, we bring cultural knowledge and experience into play and make important social and cultural connections.

Presenter: Precious B. Stone, Community College of Baltimore County (CCBC) | Room 307

The Role of Demographic Data When Discussing Race & Culture

Learn how the understanding of institutional demographic data can assist with the discussions on race and culture in and outside of the classroom. CCBC data will be used as the template to show how the understanding of this data can better prepare faculty and staff to serve its student population.

Presenter: Dr. Patricia Quintero-Hall, Community College of Baltimore County (CCBC) | Room A302