



**Idaho State
University**

College of
Education

Diversity, Equity, & Inclusion (DEI) in Education Virtual Mini-Conference

Friday, October 30, 2020

5 – 8 p.m.

Zoom Link: bit.ly/TESMINIConference

Theme: *Empowering Future Teachers*

The College of Education at Idaho State University values diversity in all of its many forms, believes in equality for all people, and is committed to supporting the innate dignity of each individual. It is with these values firmly in mind that the College of Education resolves to prepare teacher candidates with the knowledge, skills, and dispositions to work effectively with diverse learners in p-12 schools. This mini-conference is geared toward empowering educators with strategies to address issues of diversity, equity, and inclusion in our schools.

Hosted by: Dr. Shu-Yuan Lin and Dr. Esther Ntuli

Teaching and Educational Studies Department, College of Education, Idaho State University

Program Agenda

5 – 5:15 p.m.

Introduction

Dr. Shu-Yuan Lin and Dr. Esther Ntuli

Welcome to DEI

Dr. Jean McGivney-Burelle
Dean, College of Education

Importance of DEI in Education

Dr. Mark Neill
Associate Dean, College of Education

Keynote

Diversity: The Power of Us

5:20 – 5:35 p.m.

Keynote Speaker

Dr. Joel Bocanegra, School Psychology and Educational Leadership Dept., Idaho State University

5:40 – 6 p.m.

Presentation Title: *Diversity is More than Gender and Race*

Aubrey Shaw, Ph.D, Idaho State University and Sharon Stoll, Ph.D., University of Idaho

The purpose of this presentation is four-fold 1) to bring awareness to the philosophy of ableism which fosters exclusion of individuals with disability 2) to note that just because we have laws does not ensure that inclusion will happen 3) to offer a solution, perspective taking, that appears helpful to increase inclusion for people with disabilities, and 4) to argue the reality that individuals with disabilities are the largest diverse population of society. Therefore, there are many different learning objectives for this presentation. The participants will leave with the understanding that disability should be seen as diversity not deviancy. The participants will learn that ableism is a concept which one must be aware of since it supports the perception of deviance, as well as allowing exclusion. Additionally, the participants will leave with an understanding of how perspective taking should be involved in including those with disabilities in education.

6 – 6:20 p.m.

Presentation Title: *Crippling the Classroom: Utilizing Crip Theory to Enhance Diversity and Inclusion in the Academic Classroom*

Dr. Darci M. Graves, Idaho State University

This presentation will introduce participants to the fundamentals of Crip Theory – an emerging field within the realm of disability studies. The term “Crip” is a shortened version of the word cripple, which has historically been used to denigrate people with disabilities. The use of “Crip” is part of a broader social movement among disabled academics to reclaim the phrase as a term of empowerment and a source of pride. Crip Theory is a theoretical framework pioneered by disabled academics that provides a unique perspective on understanding human development. The theory challenges some traditional notions of how to support disabled students in the academic classroom. Participants will be introduced to the fundamentals of Crip Theory and they will be

encouraged to consider how to apply these ideas to the way they organize their learning environments.

6:20 – 6:40 p.m.

Presentation Title: *"An Old White Man with Glasses:" Who Can Be a Mathematician?*

Cory Bennett, PhD., Teaching and Educational Studies Dept., Idaho State University

Abstract: Understanding the role identity plays in shaping students' self-efficacy in mathematics is central to their current academic achievement and long-term career attainment. This session shares one strategy to help teachers uncover students' beliefs about who can be a mathematician as well as how to help students develop strong mathematical identities through authentic experiences.

6:40 – 7 p.m.

Presentation Title: *Students in Foster Care: Considerations and Best Practices for Educators*

Jenna Thompson, MSW, LCSW, Title IV-E Child Welfare Scholars Coordinator
Idaho State University, Department of Sociology, Social Work, and Criminal Justice

Youth in foster care face a higher frequency of mental health issues, developmental delay, emotional and behavioral issues, and cognitive impairment. Additionally, exposure to trauma, issues of attachment, and lack of stability all play a role in children's ability to engage in the education system as evidenced by higher dropout rates and decreased likelihood of pursuing higher education than the general population. Cultural consideration of this population is imperative in every aspect of the education system as identity formation, community integration, and a sense of acceptance aid in the healthy development of children and adolescents. It is important to consider the impact of the overrepresentation of youth of color in foster care as well as LGBTQ adolescents and how the intersectionality of race, socioeconomic status, gender identity, sexuality, and the disadvantage of involvement in the child welfare system affect educational outcomes. Schools have the opportunity to provide a sense of safety and stability necessary for learning to occur. Implementation of trauma-informed teaching and disciplinary practices promotes the emotional health and academic success of students in foster care as well as the general student population when practices are implemented globally while keeping in mind the diverse needs of students.

7 – 7:20 p.m.

Presentation Title: *Does School Choice Achieve Educational Equity?*

Tingxuan Lu, Melissa McAffrey, Levi Christiansen, MAT EDLA 6630, Idaho State University

School choice is a controversial topic and an educational dilemma. Some people think it can achieve educational equity because school choice allows parents and families involving and choosing the education that will work best for their children. They have more alternatives to meet kids' various needs without zip code limitations. However, school choice provides a marketplace that can be accessed by those who have the means and knowledge on how to research and what to look for in assessing schools, even with this research, it may or may not be what is best for the child. Thus, we want to explore the pros and cons of school choice; whether the school choice can achieve educational equity or just ideally educational equity; what consequence will have if the school choice opens to the society.

7:20 – 7:40 p.m.

Presentation Title: *Anti-Racism Education*

Mona Heern, M.Ed. Teaching and Educational Studies Dept., Idaho State University

This presentation analyzes the rise of racially based hate crimes at schools in the United States since 2016. Citing examples of racial discrimination faced by students of color in the education system, I conclude that teachers and administrators are often unprepared to respond to cases of racial discrimination. Therefore, I suggest that educators must take a reflective approach in their individual responses to racism, America's most challenging issue. Further, the presentation offers solutions for educators to become allies to their students of color and help create schools and classrooms that are inclusive and safe for non-white students.

7:40 – 8 p.m.

Presentation Title: *Transforming School Climate & Culture*

Mona Elleithee, MA. Ed., NBCT
Renewed Harmony Leadership Academy

Framed through an adult social and emotional learning context, participants will connect research-based strategies for finding meaning in our work with some common unconscious biases that impact staff morale. Through the careful correlation of

empowered strategies and the roadblocks impeding resilience, participants will connect the way adult trauma survivors can transcend stressors. Further, we will discuss the impact this link has on the school environment and strategies for protecting one's professional passion. The first step to transform school climate and culture is to begin with one's self.

8 – 8:20 p.m.

Presentation Title: *Lessons learned from working with Native American Students at Fort Hall Elementary School*

Mr. Ryan Rosenfeld, *Fort Hall Elementary*

The presentation will include how to reach out to Native American Students, incorporating cultural resources into the classroom, failures and success working with students. Successful strategies will be shared.

8:20 - 8:40 p.m.

Closing Remarks

Dr. Shu-Yuan Lin and Dr. Esther Ntuli

Videos

Presentation Title: *What Difference Does Difference Make? Preparing White Teachers for Diverse Classrooms*

Suzanne Beasterfield, M.Ed., Teaching and Education Studies Dept., Idaho State University

Despite the increasing diversity of the American student population, the vast majority of our K12 teaching force continues to be white and female. These well-meaning teacher candidates can sometimes be ill-prepared to navigate issues of diversity. This presentation explores the question of how to help these well-meaning candidates be best prepared for the challenges and rewards of teaching in diverse classrooms.

EDLA 6630 Projects on Diversity, Equity, and Inclusion Showcase

Due to limited time, Video Presentations from EDLA 6630 course presented by teacher candidates will be running in the background on the ISU COE Website. You can watch anytime until Monday, November 2, 2020. Post responses, comments, and questions based on each video presentation.

Presentation Title: *Remote Learning and the Equity Issues that Coincide*

Kacee Scherstuhl, Tristen Spooner, Hagen Graven, and Jordyn Mcracken

Presentation Title: *Distance Learning: Academic Dishonesty*

Anna Long, Paige Smith, Tyson Marsden, Austin Rochette

Presentation Title: *Why are Students with Disabilities so Invisible in STEM?*

Elise Deladurantaye, Camille Pack, and Gracie Marsden

Presentation Title: *Implicit Bias in Education*

Drew Ruchti, Rachel Popovich, Justine Kohn, and Kaylee McCullough

Presentation Title: *Educational Divide Grows During Online Learning*

Jordan Smith, Bayleigh Thomason, Avril Wai

Presentation Title: *School-to-Prison Pipeline*

Christa Gessaman, Alexandria Renteria