From Barriers to Bridges:
The Urgency of Justice-Oriented Urban Education

October 12, 2019
Georgia State University College of Law
85 Park Place NE, Atlanta
Welcome from Brian Williams

Welcome to the 14th Annual Sources of Urban Educational Excellence Conference! This powerful conference was first conceived in the minds of Dr. Asa Hilliard, III (Nana Baffour Amankwatia II) and Dr. Susan Crim-McClendon in 2005. Together, they envisioned a space where Dr. Crim’s Community of Believers could gather to inspire, strengthen, educate and support each other. Fourteen years later, the Sources Conference continues to be point of intersection for individuals interested in shaping public education, specifically as it applies to urban communities in the southeastern United States.

This year’s conference theme, “From Barriers to Bridges: The Urgency of Justice-Oriented Education,” is particularly relevant to the condition of public education today. The barrier, both figurative and literal, has become a pervasive image in conversations related to our world and the ways we exist in it together – particularly as they apply to public education’s purpose and goals. For some children, walls related to corporate models of schooling, the deprofessionalization of teaching and the privatization of public education limit their access to an excellent education. For other children, those walls are reinforced by policies such as zero tolerance or school choice. Still others face walls built on foundations of systemic racism, classism, sexism and linguicism. These walls loom large in the lives of many children living in urban communities. As Dr. Crim’s Community of Believers, we are not only charged with the demolition of these walls, we must also serve as the architects of the bridges that will one day replace them. Furthermore, we must acknowledge the bridges are built by both intention and will. The chasms that face our communities are wide and deep. Yet, history has shown us that together, we are capable of spanning the gaps that divide with solutions fixed in excellence, access and justice.

This year’s conference promises to be our most exciting and rewarding one yet. More than 100 teachers, administrators, students, educational advocates and community leaders are traveling from across the U.S. to share their ideas, solutions and innovations. Presentation topics range from equity in science, technology, engineering and mathematics (STEM) and the education of children from refugee communities to the cultivation of socially-responsible school-university-business partnerships. This year’s conference has been organized by a collection of Georgia State University faculty, students and staff, as well as individuals from communities and schools from across metro-Atlanta. They have worked tirelessly for the past year to create this year’s program.

Similar to education, the Sources Conference is successful because of the people who participate in it. Thank you for your contributions to today’s celebration. I hope that you will continue to work with the Alonzo A. Crim Center for Urban Educational Excellence and our partners as we seek to sustain the traditions that serve to advance excellence in urban education.

Brian Williams, Ph.D.
Director, Alonzo A. Crim Center for Urban Educational Excellence
Clinical Associate Professor, Department of Early Childhood and Elementary Education
Conference Agenda

8-9:30 a.m.
Registration and Continental Breakfast

9-9:30 a.m.
Opening Remarks

9:30-10:30 a.m.
Concurrent Sessions – Block A

10:40-11:40 a.m.
Concurrent Sessions – Block B

12:05-1:05 p.m.
Lunch Break
Lunch and Learns

1:15-2:15 p.m.
Keynote Address
Room 041

2:30-3:30 p.m.
Concurrent Sessions – Block C

3:45-4:45 p.m.
Concurrent Sessions – Block D

4:55-5:15 p.m.
Closing Remarks

5:15-7 p.m.
Happy Hour (55th and Park Restaurant)

How to Connect to Wi-Fi

Connect to the ‘GSU-Guest’ wireless network. Then, open an internet browser and enter the username Sources2019 and the password 85ParkPlace (case-sensitive).
9-9:30 a.m.

**Opening Remarks and Special Presentation**  
*Georgia State University College of Law, room 041*

9:30-10:30 a.m.

**Concurrent Sessions – Block A**

**F45**  
**Un-Standardizing Education to Provide Academic Equity for All Students’ Prior Knowledge** – room 002C  
*High-stakes tests are supposed to be designed as barometers for student success and achievement. Instead, they have become tools used for political posturing rather than to improve instruction. It’s time not only for teachers to change, but also for stakeholders in education to acknowledge that the change is happening.*  
Jamie Daniels-Favors, Georgia State University

**S**  
**SAT Scores, Adversity Scores, Merit, Personality Tests and College Admission: A Discussion on Today’s Realities and Perceptions of Black, Latino and Asian High School Students in Applying to Higher Education Institutions** – room 002B  
*With the recent scandal surrounding rich and affluent parents paying for their children to get admitted to highly-selective college and universities, is it really a level playing field when minority students apply for college admission? The College Board recently instituted an “adversity score” to give students another tool in explaining their SAT scores and there have been numerous discussions at universities that have instituted personality and merit-based tests as part of the admissions process. Are these processes fair, just and equitable for students of color, low-income students and other marginalized communities, or is this a new way of appeasing diversity and affirmative action efforts in college admissions?*  
George Greenidge, Jr., Daniel Pascuiti and David Stinson, Georgia State University; Lureila Freeman, Atlanta-area educator; and Illya Davis, Morehouse College

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**Presentation Key**

- **W**: Workshop: 1 hour interactive learning session
- **P**: Panel: Series of related presentations by a group of individuals about a specific topic
- **F15**: 15-minute focused presentation on a specific topic
- **F45**: 45-minute focused presentation on a specific topic
- **C**: Conversations with Community: 1-hour facilitated dialogue with session participants about a specific topic
- **C**  
**Curated**: Sessions sponsored by key Crim Center partners who made innovative and unique presentations specifically for Sources
Black School Leader Perceptions of Readiness for Culturally-Responsive and Culturally-Sustaining Leadership – room 002A
Often, assumptions are made about the readiness of black principals to lead urban schools, particularly those trained at historically black colleges and universities (HBCUs). This session will discuss the findings and implications of a recent study which examined the perceptions of readiness of a set of school-leadership graduates from a southeastern HBCU.
Daniel Teodorescu and Sean Warner, Clark Atlanta University

The Promise of the BSEI Model: Mitigating the Marginalization of Urban Students – room 002A
According to recent national testing results, students of color continue to score below white youth, with black students scoring lowest. Cultural transmissions determine the way individuals think, encode and process information. The BSEI Model mitigates monoculturalism, offering new and innovative solutions to enduring challenges plaguing all levels of U.S. education.
Chatee Omisade Richardson, Spelman College; and L. Nzingha Samuel, education consultant

Empowering Students Through the Youth Engagement and Action for Health (YEAH!) Curriculum – room 002A
Youth advocacy works to counter societal injustices while improving youth’s sense of agency and power. In this session, we give guidance to educators interested in starting their own youth advocacy programs and look at the Youth Engagement and Action for Health (YEAH!) curriculum as a community engagement tool.
Nisha Botchwey and Katie O’Connell, Georgia Institute of Technology; Tonya Ricks, Drew Charter School; Kim Bryan, Broward County Public Schools, Fla.; and Anna Kim, San Diego State University

Discovery Science Academy: How a STEM Camp Can Serve as a Bridge Over Troubled Waters – room 041
There is abundant evidence that people of color are underrepresented in scientific professions. The root causes are many and varied, but the lack of equity in educational opportunities is often cited as a major contributing factor. Come learn how a group of dedicated, passionate educators has been working to impact this inequity for over a decade.
Syrita Jackson, Discovery Science Academy
The Culturally Relevant Classroom: A Focus on Children of African Descent – room 304

In too many schools, children of color are not safe emotionally or academically. The Culturally Relevant Classroom teaches educators how to create culturally-relevant lessons by examining beliefs and by providing tools to create lessons that empower students and move them toward a commitment to social justice.

Aminata J. Umoja and Tashiya Umoja, Kilombo Academic and Cultural Institute

10:40-11:40 a.m.

Concurrent Sessions – Block B

Educational Platforms to Increase Learning Opportunities for Urban Learners – room 002B

The lead presenter and four former in-service public school teachers will present a plethora of “doable” ideas that increase student achievement and cultural awareness. Central to each presentation is the learner as producer of self-knowledge, improved self-awareness and an elevated sense of social consciousness.

James C. Young, Brittany Kilgore, Charlie Pierre Louis, Diamond Mayo and Cezanne Pope, Clark Atlanta University

Borders, Boundaries, Barriers and Bridges: A Justice-Oriented, Equity-Focused Community Analysis – room 002C

Borders, boundaries, barriers and bridges (4Bs): We know them, we live them, we experience them, we foster them. Engaging in this developing framework provides an opportunity to use, discuss and critique the 4Bs as a means to advance essential community conversations on advancing justice and equity in education.

Vera L Stenhouse, Independent Researcher

When the Music Changes, So Does the Dance: Critical Events as Told Through a Narrative Inquiry Beat – room 002A

This presentation explores the power of critical reflection and narrative writing has on teachers building/nurturing critical dispositions and enacting critical pedagogies. This understanding is examined through the lives of two black urban elementary school teachers coming to grips with positioning themselves against oppression in schooling spaces using culturally-sustaining instruction.

Kara Michelle Taylor, Indiana University - Purdue University Indianapolis
The Reverse Domino Effect: How to Nurture Activism and Positive Affect in Students Overcoming Trauma – room 041
What does it take to dramatically change the life trajectory of a student who has experienced trauma and hardship? This session introduces the Reverse Domino Effect and how to create an emotionally-intelligent community of healing and empowerment through student development coaching techniques that integrate self-belief, self-determination and post-traumatic growth. Pamela A. Larde and N. Jean Walker, Mercer University

Spirit Murdering: Unveiling Real Experiences in Education – room 304
During this session, #BlackTeachersMatter pre-service teachers will facilitate a discussion about historically marginalized students K-12 schooling experiences using an abolitionist framework, specifically spirit murdering. Not only will we spend time examining their stories, but we will also discuss ways various stakeholders can offer support based on our preliminary findings. Angelica Davis, Jillian Ford, Tiondra Grant, Lateefah Id-Deen, Whitney Lott, Jasmine Moffett, Alayah Myers and Natasha Thornton, Kennesaw State University

12:05-1:05 p.m.

Lunch Break / Lunch and Learns

Win-Win: Partnering with a School District Can Work for Everyone – room 002A
This session will share practical approaches to partnership development and raise awareness about the realities of partnering in a school district. Alvin Glymph, DeKalb County School District

Growing Real Opportunities in Work and Life: Enhancing Urban Agricultural Education Opportunities for Youth – room 002C
The need to address urban agricultural literacy led to the development of Project Growing Real Opportunities in Work and Life (GROWL). The partnership with Georgia 4-H and urban school systems creates youth champions in education, healthy choices and food security. Community engagement is a vital key for programming success. Chasity D. Tompkins, University of Georgia
Reclaiming and Narrating our Own Voices and Experiences – room 304
This session will engage participants in a critical discussion and dialog about the impact of colonization and hegemony on our personal, professional and educational experiences. We will explore and reflect on how we as educators, researchers, community leaders, policy officials, students and parents can reclaim our cultural narratives and advocate that our voices and experiences be valued and authentically represented.
Tonia Durden, Stacey French Lee, Leslie Meadows, Bethany Turner-Livermore and the Equitable and Culturally Responsive Teaching and Learning Faculty (TaLC), Georgia State University

Collective Impact for Computer Science – room 002B
CS4GA is a state-wide collaborative focused on ensuring all children (K-12) in Georgia’s 182 school districts have access to quality computer science education. This goal accounts for two shortages in CS courses and in the CS workforce. The large focus is sheer volume and the embedded focus is a lack of diversity. The growing understanding is that the volume issue cannot be solved without addressing the diversity challenge. The missing members of our tech workforce are our underrepresented groups. CS4GA is intent on broadening participation in CS education to incorporate these students.
Bryan Cox, Georgia Department of Education; and Erika Moore, Technology Association of Georgia

1:15-2:15 p.m.

Keynote Address
The Making of a Leader: How Dr. Martin Luther King, Jr. Became a Drum Major for Justice – room 041
While there have been countless books and articles written about Martin Luther King, Jr., only one of them focuses explicitly on his leadership. Most others are primarily concerned with his nonviolent methodology, his oratorical skills and his charisma – all of which have contributed to the larger-than-life image we have admired but dared not emulate, choosing instead to wait for another like him to descend on earth. This is an engaging session that humanizes Dr. King by revealing critical aspects of his leadership, including factors from his early life that led to his commitment to bring about nonviolent social change. (The content for this session is taken from a dissertation submitted to the graduate faculty of the University of Georgia in partial fulfillment of the requirements for the degree Doctor of Education, Athens, Georgia ©2009. All rights reserved.)
Hilda R. Tompkins, The Martin Luther King, Jr. Center for Nonviolent Social Change
ABD is No Excuse: Reimagining Teaching, Mentoring and Research to Engage Doctoral Students Through Meaning Interactions and Engagement at One HBCU – room 002B

There is an urgency for leaders of color in higher education. According to the National Council on Education Statistics 2018 report, only 32.5 percent of doctoral graduates were students of color. Research indicates that more work is needed to eliminate barriers and create access to opportunities for doctoral students of color. More significant support is necessary to help students complete the doctoral journey. In this session, the presenters will discuss creative strategies for mentoring and research and students will share what they have experienced during their academic journey that has yielded opportunities, engagement and greater empowerment.

Renee Bazemore, Sheila Gregory and Lorri Sadler-Rice, Clark Atlanta University; and Amanda Emery, Georgia State University

Innovations in Teacher Preparation and Development for Urban Schools: The CREATE Residency Program at Georgia State University – room 002C

This presentation offers an overview of an urban teacher residency, an innovative, holistic approach to preparing and supporting critically-conscious educators to commit to culturally-responsive and sustaining social justice praxis. Presenters will offer findings from three ongoing studies within the CREATE program that offer implications for all teacher educators who support novice teachers.

Nadia Behizadeh, Stephanie Cross, Camea Davis, Jacob Daniel Hackett and Rhina Williams, Georgia State University

Creating Narrative Across Literacies: English Language Learners Composing Their Stories in an Era of Standardization – room 002A

Accelerated and AP English-Language Arts (ELA) teachers serve a growing number of English Language Learners (ELL) accountable to the same standard-based end of course assessments as their English-speaking classmates. This presentation offers ELA teachers strategies to support ELLs in standardized writing tasks while encouraging these students to draw from their heritage languages and literacies.

Jennifer Curl, DeKalb County School District
Level Up: The Role of 9th Grade Math Teachers in Shifting Student Course Trajectories – room 002A

In the high school math course sequence, where you begin is most often where you will finish. Social inequities begin to manifest for urban high schoolers in their 9th grade math placement. How can 9th grade math teachers help low-tracked students “level up” for future success?
Pam Liu, Georgia State University / Atlanta Public Schools

Understanding the Intersection of Race and Disability in Urban Education – room 002A

Students with intellectual/developmental disabilities (I/DD) who are also from underserved racial/ethnic communities experience exclusion and segregation in ways that are not well understood by most educators. This presentation will help urban education researchers and educators understand the importance of including students with I/DD in conversations of injustices and inequalities within urban education.
Brenda Liz (Bren) Muñoz, Georgia State University

Who Speaks for Justice? – room 041

Who speaks for justice? A principal, mathematics teacher, professor, college dean and students will answer that question, using their stories about building a local alliance whose mission is to raise the demand for educational excellence for all children, especially for marginalized students in the 6th largest district in the nation.
Joan Wynne, Miami Algebra Project Council and Florida International University; Paola Caicedo, Scott Fiske and Laverta Pascal-Spain, Broward County School District, Fla.; Maria Lovett, Florida International University; Danaris R. Cumbie, the Algebra Project/YPP

Concurrent Sessions – Block D

Critiquing Educational Policies from a Race, Class and Gender Perspective – room 002B

Educational policies form the rules and laws that govern the ways schools operate; thus, it becomes increasingly important to investigate the relationship between educational policies and educational practices. Using critical frameworks such as critical race theory and Latcrit, this panel will critique a variety of educational policies, including criminal background checks for teachers, Georgia’s Move On When Ready program, immigration reform, universal screening, and Morehouse’s dress policy. Understanding that such policies are embedded with a particular historical and political moment that privileges neoliberalism (free-market capitalism), panelists will situate their critiques within a lens of social justice. Who ultimately benefits from these policies? Who suffers? How is power and privilege at play within the field of educational policy?
Kristen Cameron, Janelle Clay, Jennifer Esposito Norris, Denise Ocasio, Abigail Ruth and Jonathan Wesley, Georgia State University
Resisting Policing of Youth Bodies: Critical Centering of Youth Voices in the Urban Classroom – room 002A

Miss Jerome had a choice: Enforce a school policy that reified white supremacy or resist the policing of youth bodies. This presentation uses one critical incident to highlight how larger macrostructures related to control, policing and violence against marginalized persons are negotiated in the everyday interactions of urban classrooms.

Leah Panther, Mercer University

Toward Free Spaces and Resisting Media Stereotypes of Black Youth: Enacting Resistance Ideologies in Urban Education – room 002A

This session centers on freedom for Black youth by using resistance ideologies. Participants will learn how youth spoken word spaces serve as civic centers and “free spaces” for Black youth, and how teachers can confront their biases, media stereotypes and develop resistance ideologies that counter the dehumanization of Black youth.

Camea Davis and Syreeta McTier, Georgia State University

Educate Our Incarcerated Youth! Challenging Education Policy from School to Prison, Before and Beyond – room 002A

Should we educate our most vulnerable children, the incarcerated? This presentation unpacks this question and the school-to-prison pipeline through the story of a currently-incarcerated young man’s experiences from high school to currently awaiting trial for three years, uniquely presented by an urban education professor and the defense attorney.

Maria Lovett, Florida International University; and Carlos Gonzalez, Alvarez Gonzalez Menezes, LLP, Miami, Fla.

From Struggling to Learn to Learning to Struggle: Youth, Algebra and the Pursuit of Justice – room 304

This session advances urban education excellence for students statistically relegated to the lowest quartile. We discuss a model of excellence that builds, in rhetoric and reality, a high-quality education for all where students practice and enjoy learning and are involved in efforts to eliminate institutionalized obstacles to their success.

Brian Lawler and Alan Shaw, Kennesaw State University; and Vera L Stenhouse, Independent Researcher

It Takes a Village to Plant a Seed and Oh, the Places They’ll Grow and Go! – room 002C

This session is a community conversation designed to offer up pathway solutions that will impact youth ages 14-21. Conference attendees will walk away with a plan of action customed to their community needs that spans short-term and long-term goals.

Ryan Kilgore and ShaK Jones, Kilgore Music Foundation; Valerie Lewis, Gwinnett County Public Schools; Xavier Lewis, artist
4:55-5:15 p.m.

Closing Remarks
Georgia State University College of Law, room 041

5:15-7 p.m.

Happy Hour
55th and Park Restaurant (55 Park Place NE, Atlanta)
Since 2005, the Sources of Urban Educational Excellence Conference has shaped discourse on the factors that define the social and academic experiences of urban students. The genesis of this conference was steeped in the affirmation of urban students and the teachers that transform their lives. From its inception, Sources has set out to share the reminder that brilliance in urban education is not unique and that the College of Education & Human Development produces teachers and leaders that are experts in the cultivation of urban educational excellence.

Asa Hilliard III, Ph.D., past Georgia State University Fuller E. Callaway Professor of Urban Education, was the visionary of the Sources Conference. Susan Crim-McClendon, Ph.D., immediate past associate director of the Alonzo A. Crim Center for Urban Educational Excellence, gave life to that vision. It had always been Hilliard’s vision to have spaces to discuss the Afro-diasporic experience, the conditions of urban communities and best practices in serving urban youth. In the winter of 2004, Hilliard expressed to Crim-McClendon his interest in creating opportunities for students in the College of Education to present such work. She supported that idea and immediately began reaching out across Georgia State’s campus and the Atlanta community to develop a conference that would highlight the work of urban education practitioners while also highlighting effective models of urban teaching and community building.

The name of the conference was derived from the journal used by students in the college’s urban teacher leadership master’s program, where Hilliard served as a professor and mentor to countless students. The first Sources Conference was held in the Georgia State University Student Center at the end of spring semester 2005, just before semester grades were due. On that day, Hilliard served as the first ever Sources speaker. The initial participants were students in the urban teacher leadership master’s program and the early childhood education master’s program. These students were already responsible for presenting “problem-solution” projects as an academic requirement so starting in 2005, they would present in the format of a conference. Professors and others students attended the conference, providing support for presenters and establishing a safe space to discuss the challenges and successes in urban education.

The Sources Conference connects all community members to the issue of quality education as a human right. What once started as a small conference highlighting the work of students in two master’s degree programs has now developed into the premier urban education conference in the Southeast. It has become a place for students, teachers, religious leaders, activists, lawmakers and other community members to present their work and learn best practices for enhancing the urban student’s experience.

In future years, the Crim Center looks forward to helping the greater community develop foundational truths for public education, develop effective initiatives and programs based on those truths, and focus the talents and expertise of the community on creating an educational movement aimed at ensuring a quality education for all children.
ABD is No Excuse: Reimagining Teaching, Mentoring and Research to Engage Doctoral Students Through Meaning Interactions and Engagement at One HBCU – room 002B

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Jennifer Curl, DeKalb County School District

Founded in 1996, the Alonzo A. Crim Center for Urban Educational Excellence (CUEE) at GSU is an innovation lab designed to accelerate, incubate, and amplify innovative solutions to some of the most pressing challenges facing urban schools and communities in the Southeast. Through its programs and research, the faculty and staff work to optimize the life opportunities of children and families in urban communities and ensure the availability of a prosperous and equitable school environment. Furthermore, the CUEE is inspiring a national conversation on educational excellence and helping to shape the national agenda for urban education. For more information about the CUEE, please visit our website: http://crim.education.gsu.edu/
Outreach

The Alonzo A. Crim Center for Urban Educational Excellence implements programming aimed at creating pathways to success for individuals served by urban schools and communities. Our outreach programs include: The Atlanta Housing Authority's Good Neighbor Program, The African American Male Initiative, The Early College Program, Girls Who Code, I.C. M.E, Jumpstart, and Technology, Environment and Mathematics (TEAM) AmeriCorps, and our new program CINEMA (Careers In New and Emerging Media Areas). The CUEE also provides program incubation opportunities to community members interested in developing effective community outreach initiatives.

Research

The CUEE generates research, policy briefs, and white papers aimed at deepening the community's understanding of the practices, systems, and structures that nurture urban educational excellence. We foster an environment where doctoral students and affiliated faculty conduct and disseminate research related to key issues in urban education. Our research groups, programming, and conferences include: The Urban Education Think Tank (UETT), The Power of Students Event, The Annual Sources of Urban Educational Excellence Conference, and The Annual Benjamin E. Mays Lecture Series.

Educational Support and Development

Developing the skills of key community stakeholders who support urban education is a priority of the Alonzo A. Crim Center for Urban Educational Excellence. The CUEE creates opportunities to connect and connect with resources, organizations, and individuals that can support and further advances in urban education. We also provide individuals with the knowledge and skills needed to support, develop, and implement effective solutions for urban education.

For more information visit crim.education.gsu.edu.
Help support the Sources Conference: bit.ly/Give2Crim

Join the conversation on social media using the hashtag #Sources2019!