



Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

2017 Theme Questions:

1. Why do so few people want to teach anymore?
2. Educational purposes, teaching practices, and organizational structures: Are we stuck with stale ideas? What are some fresh approaches?
3. Taking on controversial issues in the classroom: What issues should (or shouldn't) educators confront in public schools?

Four Points by Sheraton, French Quarter

New Orleans, Louisiana

March 6—8, 2017

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<https://academyforeducationalstudies.org/>

Cover design by Carsen Miller

MAT student, Missouri State University

Critical Questions in Education Conference

Monday, March 6th

Conference Registration

Light breakfast buffet

Salon de Gallier I

7:45—10:00

Greetings and Announcements

Salon de Gallier I & II

8:05

Steven P. Jones

Executive Director, Academy for Educational Studies

First Concurrent Session

8:25 – 9:25

1. Helping teachers embrace creativity

Paper/presentation — Salon de Gallier I

Nurturing creative inquiry: A problem based approach to teacher development

Keith A Walters, California Baptist University

This presentation examines a teacher development framework that embraces creativity and inquiry as a means of challenging the status quo. A key implementation component involves process oriented mentoring.

Every Student Succeeds Act: Teacher preparation for mini-c in schools

Browning Neddeau, California State University, Monterey Bay

The presentation examines K-12 teacher preparation with mini-c creativity in schools in light of policy shifts from the No Child Left Behind Act to the Every Student Succeeds Act.

2. Helping struggling students

Paper/presentation — Salon de Gallier II

Is the Response to Intervention process an effective tool for ensuring K-12 public school students receive the skills they need for success?

Carol Bartlett, Indiana University Southeast

Reviewing the history, purpose and delivery of the Response to Intervention model in public education, including a discussion of the controversies surrounding this approach and effectiveness related to student success.

3. Pre-service teachers: Community-based experiences / edTPA

Paper/presentation — Carmen

Innovation in the after school setting: Early field experiences in book and tech clubs

James (Joe) Hicks, Montana State University, Bozeman

This mixed method research study investigates the impact of a community-based after school early field experience in literacy and technology integration on the development of pre-service teachers.

Exploring student perspectives of the edTPA: The study continues

Teri Langlie, Concordia College (Moorhead)

This study, conducted in 2014 and 2016, explored the impact of the edTPA's timing and perception of personal benefit on the level of effort teacher candidates were willing to invest.

4. Educating Indigenous students

Paper/presentation — Otello

Struggles for educational self-determination in non-dominant communities

Brian R. Beabout, University of New Orleans

Hollie Mackey, University of Oklahoma

Resistance to charter schools has made headlines across the USA. This paper draws from Indigenous education to argue that this resistance is not based on poor student outcomes, but rather from a loss of self-determination.

Engaging culturally responsive pedagogy of relations: Equitable achievement for Indigenous students

Christine Lemley, Northern Arizona University

Gerald Wood, Northern Arizona University

This paper outlines a context for learning in which an education team engaged a critical cycle of learning through conscientization, resistance and praxis to improve the educational outcomes for Indigenous students.

5. Sidebar Room

Paper/presentation — Salome

8:25 – 8:50

Controversial or just a reality check: Discussing cultural taboos in the classroom

Albertaev Abington-Pitre, University of Louisiana, Lafayette

How do we teach the whole child if we refuse to accept who they are culturally, sexually, spiritually, and physically? Discussing what we've learned living and teaching in the United States and overseas.

8:55 – 9:20

Building a relationship between athletics and instructional engagement

De'Andre L. Shepard, University of Michigan-Flint

Student-athletes are often admired and misunderstood, and like many school-aged students, they are often academically disengaged. This presentation will examine how identity theories can improve instructional engagement, self-esteem, and belongingness by student-athletes.

Second Concurrent Session

9:35 – 10:50

6. Invigorating educational ideas: Maxine Greene, Dewey,Sizer

Paper/presentation — Salome

Maxine Greene, *The Public School and Private Vision*: A book response

Karen Kusiak, Colby College

In *The Public School and Private Vision* (1967) Greene explores periods of U.S. school reform and sentiments revealed by American writers during contemporaneous historical periods. What writers influence today?

(Re)Thinking Dewey, democracy, and educational purposes for the 21st century

Serina A. Cinnamon, University of North Carolina, Pembroke

We (re)consider Dewey's ideas about the role of education in developing democratic ideas and principles. His ideas are explored in the context of eroding civil discourse and delimited educational purposes.

Experience and dialogue: Dewey, Sizer, and a revised future

William Gregory Harman, Dominican University

Reconstructivism lost to behaviorism. Later, a democratically designed local school model lost to standards. These wrong choices preserve quasi-educational schooling. We could start making right choices.

7. Empowering students and teachers: Policies and practices

Paper/presentation — Salon de Gallier II

Students' race and students' sense of school belonging: Can school leaders make a difference?

Laurie W. Haynie, Towson University

Ted Haynie, Towson University

This presentation seeks to assist school leaders in understanding the nuances between students' race and their sense of school belonging and raises awareness of school practices, past and present, that may help or hinder this relationship.

Culturally-relevant policy: Excavating teachers' hidden policy-making during a time of reform

Paige Auerbach, Vassar College

Miika Khaytin, Vassar College

Alexia Garcia, Vassar College

What is policy? In this presentation, policy is a hands-on course of action—guided by philosophy—implemented by *teachers* to serve multilingual immigrant youth, as opposed to government mandated law.

8. Why so few people want to be teachers

Paper/presentation — Otello

Disconnected: How teacher education contributes to fewer teachers entering the profession

Barbara Rose, Miami University, Ohio

This presentation identifies and explores factors and strategies related to reductions in people entering teacher preparation programs, using “disconnections” in teacher education policies and curricula.

A different American informs this teacher shortage

Martin L. Kokol, Touro College

Unlike previous teacher shortages, this one must draw from recent American social history as we find a different landscape, far beyond the shortages of money or the excesses of time.

Consistent inconsistencies: Paradoxical professional practice

Brenda Burrell, University of New Orleans

Paul Bole, University of New Orleans

This presentation discusses three reasons why few people want to be teachers. Inconsistencies related to recognizing teaching as a profession will be a major focus.

9. Helping students: Social skills and moral thinking

Paper/presentation — Carmen

Social/emotional skills in classrooms: Teachers as supporters of student self-regulation

Micheline Malow, Manhattanville College

Vance Austin, Manhattanville College

Nikki Josephs, Manhattanville College

Infusing social-emotional learning goals into classrooms in order to promote resilience in children is critical. Two successful programs, PBIS and Mindfulness, implemented in two schools in New York will frame the presentation discussion.

The development of moral thinking in the age of Positive Behavior Interventions and Supports (PBIS)

Aaron J. Green-Mitchell, George Middle School (Portland Public Schools)

Many schools adopt PBIS programs, but these may leave room for improvement. The presenter will review related literature, share his findings regarding PBIS and social cognition, and offer language-based PBIS alternatives.

10. Surviving the first years of teaching:

The need for constructivist practices

Panel discussion — Salon de Gallier I

Inoculating teacher candidates to survive the first years of teaching while staying true to a constructivist, student-centered pedagogy

Betsy Denton Burrows, Brevard College

Megan Keiser, Brevard College

Kortney Conner, Evergreen Community Charter School

How do we educate teachers in constructivist pedagogy while giving them the knowledge/skills/dispositions to not only survive the political, economic and demographic realities of 21st century classrooms, but thrive?

11:00 — 12:20

Featured Presentation

Salon de Gallier I & II

Voices of Baltimore

Oral histories of African-Americans
who attended schools in Baltimore
during legal segregation/desegregation

Gary Homana

Towson State University

with

Morna McDermott McNulty & Franklin Campbell Jones
Towson State University

Third Concurrent Session

12:30 – 1:30

11. Elementary and high school level math: Social justice contexts and issues of race

Paper/presentation — Salon de Gallier II

Racial profiling, poverty, and pollution: Actual contexts to teach elementary math? Yes!

Joanie Kwako, University of Minnesota, Duluth

James Clayton, St. Peter's University

Pre-service elementary teachers (PSTs) used contexts such as racial profiling, poverty, pollution, and hormones in food as contexts for teaching mathematics. Although initially hesitant, PSTs succeeded with enthusiastic responses from students.

Advanced math course choice in secondary schools

Marian Jackson-Scott, University of New Orleans

The challenge of math inequity among students from African-American backgrounds is the primary barrier of student success. Students often do not take advanced math due to avoidance and racial bias.

**12. Encouraging excellent teaching
amidst the pressures of standardized testing**

Paper/presentation — Salon de Gallier I

**“Now that testing is over, I can teach what I want”: An arts-based presentation
of talks with teachers**

Patricia Austin, University of New Orleans

Can teachers embrace sound practice at the same time they prepare students for standardized testing? Sharing the findings of interviews with teachers, presenters will engage the audience in exploring how best practices can survive—even thrive—in high-stakes testing environments.

13. Getting students to like and care about writing

Paper/presentation — Carmen

**Disarming anxiety, cultivating bold voices, and creating habits of writing
through short papers in Freshman Composition**

Elise Barker, Idaho State University

Inspired by expressivist pedagogy, I assign weekly and daily low-stakes writing tasks, helping my students create habits of writing, feel less fear of failure, and take more creative leaps.

**“At first, I didn’t know what the story was about, really . . . “:
Reimagining writing in the elementary English Language Arts classroom**

Cassie J. Brownell, Michigan State University

This presentation highlights how developing a *compositional fluency* is one avenue for new pathways for fostering an elementary English Language Arts classroom inclusive of multiple technologies and human diversities.

14. Engaging students: Socratic seminars and controversial topics

Paper/presentation — Otello

**From ancient Greece to the high-tech high school: Socratic seminars,
readings, and student reflections from a modern perspective**

Kelly (Simon) Matney, Missouri State University / Nixa High School

This session seeks to understand how and why teachers and students look toward the Socratic seminar to gain greater understanding of curriculum, themselves, and others.

**The awkward silence: Engaging high school students
by tackling “tough” issues and uncomfortable topics**

Amanda Wood, Missouri State University / Pleasant Hope High School

Samantha Ravens, Missouri State University / Pleasant Hope High School

This session will focus on improving student engagement in a high school setting. Presenters will discuss the implementation of controversial subject matter, creating productive classroom environment, and having fun while doing it.

15. Sidebar Room

Paper/presentation — Salome

12:30 – 12:55

A way back to then: Reflections by octogenarians on early experiences in education

Kaia Christofferson, Oklahoma State University

Emily Finney, Oklahoma State University

Elizabeth Albright, Oklahoma State University

A study that examines perceptions of past educational practices according to the reflections of octogenarians (age 80-89) and suggests implications for current educational practices.

1:00 – 1:25

**Today’s Dreamkeepers: Exploring the personal and professional beliefs
of teachers who successfully provide literacy and instruction
to African American males in grades 3—5**

LaTeshia Warren, Georgia Gwinnett College

This study examined the literacy practices of teachers and their beliefs about African American males. It investigated their use of culturally relevant teaching practices.

Fourth Concurrent Session

1:40 – 2:55

**16. Helping teacher education students see teaching
as a desirable profession**

Paper/presentation — Salon de Gallier II

**Invoking glamour in teaching: A rhetoric for understanding
the unattractiveness of teaching**

Terry J. Burant, University of Wyoming

We employ theoretical perspectives on glamour to examine its lack in the lives of teachers, and we suggest how teaching might become a glamorous and desirable profession.

Teacher images: Symbols, stereotypes, and solutions

Elvira K. Katic, Ramapo College of New Jersey

Explicitly examining tacit misconceptions and stereotypes of teachers using semiotics can benefit new teachers as they begin to formulate their teacher identities and proactively change subliminal and potentially negative perceptions.

17. Teachers and LGBTQ issues

Paper/presentation — Otello

**Elementary school teacher perceptions regarding the inclusion
of LGBTQ-themed literature**

Dominic Grasso, Florida Atlantic University

The presentation focuses on perceived barriers and benefits elementary school teachers perceive relating to the inclusion of LGBTQ themed literature in their classrooms.

**The evolution of an empathetic teacher: The effects of teacher bias
on student engagement and learning**

Sarah S. Keeth, Missouri State University / Willard High School

To what extent does the bias of a teacher affect the engagement and learning of students? This paper/presentation questions the appropriateness of teachers conveying personal convictions in a Midwest, public, secondary classroom.

18. Listening to students – Using their experiences

Paper/presentation — Salon de Gallier I

Locally relevant pedagogy: Teaching centered in place

Kari Dahle-Huff, Montana State University, Billings

Locally relevant pedagogy reflects the political climate, culture, language, history, and/or community in which schooling is located and strengthens bonds between schools and community members, making learning engaging and responsive.

Helping students to find relevance in their studies: Relating learning to students' lives through the fifth curriculum

Carl William Cobb Farinelli, Northeastern State University

This presentation describes how to help students find relevance in their studies through the fifth curriculum—the utilized and lifelong learning of students. Character education, learning across the curriculum, problem solving, using student autobiography, and other topics will be explored.

Best teaching practices . . . The student speaks: “Why doesn’t anyone ever ask me?”

Janna Chevon Thompson, St. Mary’s College of Maryland

This interactive session explores the findings of a study that examined students’ experiences of best teaching practices. The literature and research related to best teaching practices often leaves out the voices and experiences of students.

19. Gaining a critical perspective in educational studies

Paper/presentation — Carmen

There are no ideologues in the foxhole: The pragmatism of critical pedagogy

Eric J. Weiner, Montclair State University

This presentation discusses what I call the pragmatism of critical pedagogy—a model of critical pedagogy that breaks away from theoretical orthodoxy—an important move if we are to understand the kinds of positions teachers take in actual classrooms when they take on controversial issues.

Teaching as hermeneutic activism: A call for ontological positionalities in educational studies

Matthew J. Kruger-Ross, West Chester University of Pennsylvania

This essay presentation describes the unspoken and often unquestioned ontological and meta-physical assumptions that underpin educational studies by providing examples from the everyday lived experience of teachers and students.

20. Democratic classrooms / Ethics of teaching

Paper/presentation — Salome

Democratic education reinterpreted

P. Elizabeth Pate, University of Texas at San Antonio

This presentation focuses on how democratic education can be reinterpreted within the contemporary university curriculum. The rationale for, process of, and student testimony about reinterpreting democratic education will be provided.

Sense and Sensibility in the ethics of teaching

Steve Broidy, Wittenberg University

No, this paper is not (for the most part) about Jane Austen’s novel. But Austen presented, in this work, a useful critique of contemporary moral theory that resonates for us in the classroom today.

Fifth Concurrent Session

3:05 – 4:05

21. 1:1 educational technologies: Blessing or curse?

Paper/presentation — Salon de Gallier I

Preparing teacher candidates to implement instructional technology: A three-tiered model

Elizabeth Truesdell, Dominican University of California

Rebecca Birch, Dominican University of California

This session describes our three-tiered model of instructional technology integration with pre-service teachers. Specifically, we will describe lessons learned in a 1-1 iPad initiative with our student teachers.

False prophets: The flawed promise of student engagement via integration of technology in the classroom

Allison Armstrong, Missouri State University / Kickapoo High School

This session will discuss how 1:1 technology decreases student engagement and critical thinking. It also perpetuates a culture of diminishing intelligence while reinforcing inaccurate myths and stereotypes.

22. International perspective: Iceland and China

Paper/presentation — Salon de Gallier II

Icelandic education at Hateigsskoli: Giving students wings

Karla Smart-Morstad, Concordia College

Sara Triggs, Concordia College

We examine school culture and curriculum in an Icelandic school where students’ creativity, a strong sense of community, and teacher/student trust are valued. What does education like this yield? Could these practices protect democracy, as Martha Nussbaum suggests?

Why Chinese students have higher test scores

Liang Zhao, Saint Xavier University (Chicago)

Three reasons are identified: competition for survival, social-efficiency oriented educational policy, and test-driven school practices (long school days, daily mock tests, a despising of low-performing students, and memorization).

23. Preparing elementary teachers

Paper/presentation — Carmen

Impossible imperatives: Considering the impact of increased academic standards on learning from mistakes in Kindergarten

Maleka Donaldson Gramling, Harvard University

Kindergarten teachers often face tensions between academic standards and developmentally appropriate teaching. Trusting their professional experience, teachers should continue to resist these achievement pressures and prioritize their students’ learning and development.

21st century social change educator

Lupe Martinez, Metropolitan State University of Denver

We are, as a nation, facing challenging economic, political, and environmental problems. Therefore, it is imperative that we prepare elementary school teachers who can help elementary school children become critical 21st century citizens and leaders.

24. Why so few people want to be teachers

Paper/presentation session — Otello

Why do so few people want to teach anymore?

Jayne A. Sherman, George Mason University

Angela A. Naggles, Kerrydale Elementary School (Woodbridge, VA)

This presentation addresses how elementary teachers feel about their profession, along with concerns about measuring teacher effectiveness, teacher accountability, student learning, and problems with our educational system and possible solutions.

Why don't people want to teach anymore?: An analysis of Indiana's teacher shortage

Brittany Vancil, Indiana State University

This presentation will summarize the findings in recent literature as well as the results of surveys completed by school administrators who are experiencing frustrations with hiring highly qualified teachers.

25. Sidebar Room

Paper/presentation — Salome

3:05 – 3:30

Does "grit" have a place in education: Helpful, hurtful, or hype?

Kerri Erin Zappala-Piemme, SUNY Plattsburgh, Queensbury Branch Campus

This presentation explores best practice to help guide professionals in schools to promote grit to increase performance, with a critical lens that takes into account potential controversy.

3:35 – 4:00

Pull your head out of your assumptions: What teachers know about teaching and why educators and educational preparatory programs should propose provocative questions to beginning and veteran educators

Matthew J. Macaluso, Springfield College Cooperating Practitioner/ Somers High School

This presentation synthesizes two years of interviews with veteran educators about the realities of modern teaching and their thoughts about teaching as a desirable profession.

Sixth Concurrent Session

4:15 – 5:15

26. Invigorating educational ideas: Illich, Rorty (and more)

Paper/presentation — Carmen

Necrophilous schooling and the revivification of critical pedagogy by Illich

John E. Petrovic, University of Alabama

This paper engages a materialist analysis revealing the necrophilous nature of schooling, wherein even critical pedagogy has become moribund through rationalist dialectics. Unschooling is proposed towards its revivification.

Toward a critical social ecology: A pragmatic pedagogical response to the problems of liberalism

Andrew N. McKnight, University of Alabama, Birmingham

This paper looks at the social and ecological problems posed by liberal political economy and suggests a pedagogy that places emphasis on ecological and social sustainability as an alternative to the dominant narratives of consumerist capitalism.

27. Making urban schools successful

Paper/presentation — Otello

A commonsense approach to a successful professional development school

Mary J. Cormier, Rowan University

This presentation provides a commonsense approach to make a K-8 urban school successful. We share secrets of working with a local university to provide a safe, academically proactive, family-like atmosphere.

Removing the bar

Anna F. Lyon, Wright State University

Gregory Powell, Dayton Boys Preparatory Academy (Dayton, OH)

Social and academic prowess is necessary for success in the world market. This presentation examines the removal of academic and social barriers in poor urban school through engaging student-led activities.

28. Perspectives on Donald Trump

Panel discussion — Salon de Gallier I

The resonance of Donald Trump

Jessica Heybach, Aurora University

Eric Sheffield, Missouri State University

Steven Jones, Missouri State University

Just like a music instrument resonates through a performance hall or a loud automobile resonates through a quiet neighborhood, so Donald Trump resonates throughout the nation and world. Three panelists examine this resonance through different lenses: feminism, the thinking of Neil Postman, and the dialogical approach of Socrates.

29. Women in community colleges

Panel discussion — Salome

Women in the community college: Leadership soft skills

Marilyn L. Grady, University of Nebraska, Lincoln

Jill Timmons, Lincoln Public Schools

Alisha Bollinger, Norris Public Schools

Tina Oelke, Neosho County Community College

Women comprise 57% of the enrollment at community colleges in the U.S. This session includes the findings of a research initiative designed to enhance the soft skills of leadership of women community college students and to identify the students' leadership skills.

30. Challenges to teacher satisfaction and teacher burnout

Paper/presentation — Salon de Gallier II

"A leaky bucket": Teachers' perspectives on the current crisis

Christine Michael, American International College

Virginia Wilkins, Windham Northeast Supervisory

This session highlights an original qualitative study of K-12 teachers, reporting their thoughts about challenges to satisfaction within the profession, reasons so few enter it, and solutions to the crisis.

Conference Reception

Complimentary beer and wine

5:20 — 6:45

Salon de Gallier I & II

Featured Presentation:

The Public Square

**An open, frank discussion about the state of education,
the lives of teachers, and the future of our profession**

5:30 — 6:45

Salon de Gallier I & II

Nel Noddings, Stanford University

Christopher Clark, Michigan State University

John Petrovic, University of Alabama

Followed by open discussion

Moderated by Steven P. Jones
Director, Academy for Educational Studies

Informal gathering

Hotel Bar

8:30

Tuesday, March 7th

Light breakfast buffet

Salon de Gallier I

8:00—10:00

Seventh Concurrent Session

8:25 – 9:40

31. Why young people aren't wanting to become teachers

Paper/presentation — Salon de Gallier I

**Looking at beginning teachers for insights into the challenges and stresses
that make students think twice about becoming a teacher**

Gerald Wood, Northern Arizona University

Laura Michael-Blocher, Northern Arizona University

Karely Rodriguez, Northern Arizona University

Chelsea Schoech, Northern Arizona University

Kami Sharpe, Northern Arizona University

Fourteen beginning teachers were interviewed about the challenges and stresses they face with their jobs. The interviews give insight into why college students may not be choosing education as a career.

**Why have all the teachers gone: What factors cause declared majors
in education to switch majors**

Melissa Nail, Indiana State University

This paper will present the results of a study that seeks to explain why some declared education majors switch to another major.

**The perfection trap: The influence of "perfectionism" upon pre-service
and early career teachers**

Ai Kamei, Lyndon State College

Eden Haywood-Bird, Lyndon State College

This paper explores how influenced preservice and early career teachers are by feelings of perfection, their main student stressors, their persistence through the degree program, and how this relates to their understanding of perfectionism in teaching.

32. Issues involving race: Incidents, discrimination and integration

Paper/presentation — Salon de Gallier II

**Will you stand by me or be a bystander?: A tool for responding
to racial incidents in our schools**

Pamela Juniel, Central Washington University

We propose a tool that teachers can use to defuse racial incidents in the classroom, suggesting how they can be part of the solution by asking questions and working collectively.

Home schooling: Balm or bane of discriminatory behavior patterns

Larry C. Bryant, University of North Texas, Dallas

Presenters discuss if traditional educational practices, or home schooling, play a role in the development of racism, discrimination and injustices. Perceptions of former students are shared.

“Who really cares? Who is willin’ to try?”: The demise of integration in public education

Dave Iasevoli, SUNY Plattsburgh

A presentation of findings from interviews with teachers and administrators about their perceptions of integration vs. diversity in public institutions of education. It closes with pragmatic suggestions for the classroom curriculum.

33. Critical literacy, liberatory praxis, and cultural dialogue

Paper/presentation — Carmen

Teaching about controversial issues: Telling the truth to students

Anne Fairbrother, SUNY Oswego

Critical literacy and teaching for social justice easily raise controversial issues in the classroom; a teacher must make authentic connections to students’ lives, and worlds, and tell truth about America.

Rewriting the textbook: Dismantling Eurocentric education

Karla Artega, Northern Arizona University

Vera Fonteneaux, Northern Arizona University

This presentation focuses on the principles of enacting cultural dialogue through the collective efforts of “de-colonizing” the educational approach in the curriculum through integration of global perspectives in classroom instruction.

34. Instructional strategies that engage students

Paper/presentation — Otello

From surviving to thriving: Teaching children with a curriculum of thriveology

HeeKap Lee, Azusa Pacific University

Our students are struggling with many social problems and challenges in schools contaminated by toxic social environments. In order for them to thrive, instructional strategies with thriveology are introduced.

Reinvigorating classroom teaching through differentiated instruction:

Reflections from in-service teachers

Echo H. Wu, Murray State University

This presentation will discuss the results and implications of a comprehensive content analysis study of over a hundred in-service teachers’ reflections over their learning and implementation of differentiated instruction.

Innovative teaching: Using sheltered instruction techniques to engage and motivate

Beth Garcia, West Texas A&M University

Janet Hindman, West Texas A&M University

This interactive presentation uses art, music, and visuals in conjunction with sheltered instruction techniques to make content comprehensible to all learners, with an emphasis on ELLs.

35. Sidebar Room

Paper/presentation — Salome

8:25 – 8:50

Narratives from the field: A case study examining the mentoring and induction experiences of first-year special education teachers

Bernardo Pohl, University of Houston, Downtown

This session shares the experiences of first-year special education teachers—especially the kind of mentoring help they received and the roadblocks they faced.

8:55 – 9:20

Graduation is not the finish line: How to promote reflective and collaborative practices for pre-service and new teachers

Toya Abrams, Arizona State University

Creating career-long teachers who are dedicated to the profession is possible. Participants will develop a successful action plan for increasing pre-service teacher and new teacher self-reflective practices, collaboration and efficacy.

Academy Talk

9:50 — 11:10

Salon de Gallier I & II

Nel Noddings

Laurie Brooks

Taking on controversial issues in the classroom

Moderated by

Eric Sheffield

Missouri State University

Co-editor, *Critical Questions in Education Journal*

Eighth Concurrent Session

11:20 – 12:35

36. Encouraging and supporting African-American students and teachers

Paper/presentation — Otello

Teachers matter: What influenced African American candidates to persist or leave teacher education?

Elizabeth G. Dinkins, Bellarmine University

We share findings of a study that examined the perspectives and experiences of 10 African American students at a predominantly white institution to understand why they persisted or discontinued the program.

Sowing the seeds of justice: Feminists' reflections on teaching for social justice in the Southwest

Tonya Walls, Touro University, Nevada

Erica Reid, University of Nevada Las Vegas

Malayka Neith Cornejo, University of Nevada Las Vegas

Tara Plachowski, University of Nevada Las Vegas

This presentation will engage participants in an examination and critique of the impact of the current educational policy context on the retention of a diverse teaching pool.

Mentor, shmentor: Considering peer relationships as sustainability outlets among graduate millennial Black women in majority white urban universities

Danielle L. Apugo, University of the District of Columbia

This presentation discusses the unique and innovative ways that millennial Black women leverage one another as sustainability outlets in the vast minefields of majority white professional landscapes.

37. Literacy and linguistic diversity

Paper/presentation — Carmen

When early literacy assessment differs from instruction, thinking, and culture:

The teacher's quagmire

Ramona Jean-Perkins, Xavier University of Louisiana

From *"gotcha to gifted"*: Participants will analyze the results of PK-2 responses on literacy assessments and will "respond" to sample items. Protocols and recommendations will be shared.

On teaching about language in K-12 education

Jean Ann, SUNY Oswego

Long Peng, SUNY Oswego

Linguistically complex classrooms necessitate sophisticated understandings about language. We reject drilling grammar. Instead, we advocate students take a scientific approach to language with linguistic diversity as part of the class.

38. Ways to make teaching more attractive

Panel discussion — Salon de Gallier I

But they do WANT to teach!

Rosemary Oliphant-Ingham, University of Mississippi

Peggy Hopper, Mississippi State University

Mary Ann Parker, Indiana University, Southeast

Across the nation institutes of higher learning are making the teaching profession more attractive to high achieving high school students by offering outstanding programs along with significant monetary incentives.

39. The value of play in early childhood and elementary level classrooms

Paper/presentation — Salon de Gallier II

Play, projects and preschool science: Using student interests to guide instruction

Clover Simms Wright, California University of Pennsylvania

This session explores the idea of project-based curriculum, including student interests and play, to engage students and educators in meaningful science learning. Hands-on examples and discussion included.

Reimagining play in classrooms and schools: Questioning our assumptions about play and its role in education

S. Lynne Solis, Harvard University

An interactive conversation where we will consider the assumptions we hold about play and how questioning these assumptions can provide new ideas to incorporate play into teaching and learning.

40. Women as college presidents and school superintendents

Panel discussion — Salome

Success and satisfaction: Women in the college presidency and PK-12 superintendency

Marilyn Grady, University of Nebraska

Alisha Bollinger, Norris Public Schools

Tina Oelke, Neosho County Community College

Women are underrepresented in the highest levels of educational leadership. However, the women who attain the superintendency or presidency express high levels of success and satisfaction in their positions.

Ninth Concurrent Session

12:45 – 1:45

41. Gaining new perspectives through travel

Paper/presentation — Salon de Gallier I

Experiencing the "Other": Emerging teachers and social workers as global citizens

David M. Tack, University of North Dakota

Jeremy Carney, Minnesota State University, Moorhead

A qualitative research study examining how Peace and Reconciliation efforts in Northern Ireland affect undergraduate students' developing professional identities and their commitment to their chosen profession.

Traveling together: Making schools a place students and teachers want to be by hitting the road

Ali Sakkal, Wake Forest University

School-facilitated group travel offers contexts that emphasize authentic interactions and promote processes of socialization. This presentation focuses on how we bring these critical elements from the road back into schools.

42. Pedagogical practices: No need to reinvent the wheel

Paper/presentation — Salon de Gallier II

Repurposing pedagogical practices: “We have long know what to do”

Neill F. Armstrong, Stephen F. Austin State University

One impact of a standardized education model has been to fog educators’ memories and inject a wedge of distrust in their own sense of efficacy. Professional educators have long known what teaching practices are both meaningful and truly effective.

Why re-invent the wheel? Bringing the founding fathers of educational theory into the 21st century classroom

Lori Dassa, Florida Atlantic University

Angela Rhone, Florida Atlantic University

There needs to be a renewed conversation about how educational psychology speaks to issues in diverse 21st century classrooms. Educational psychology needs to have a central place in teacher preparation programs.

43. Teachers collaborating

Paper/presentation — Otello

“Nowhere to go”: What teachers have to say about the nature of teacher leadership opportunities

Chiara Cannella, Fort Lewis College

Lorien Chambers Schuldt, Fort Lewis College

This paper discusses the degree to which teacher leadership policies offer teachers opportunities to exercise agency and create collaborative school cultures, thereby increasing teachers’ effectiveness and job satisfaction.

Teacher educators collaborating to support teacher learning

Jennifer L. Cuddapah, Hood College

Marisel Torres-Crespo, Hood College

Facilitated discussion around co-teaching in higher education to support intern learning in a seminar which brought together early childhood, elementary/special education, and secondary/content teacher candidates.

44. Reform agendas and narrowed curricula

Paper/presentation — Carmen

Consequences of a narrowing curriculum

Joshua Lane Miller, University of Wisconsin, La Crosse

Whether in response to social, political, or economic forces, the U.S. curriculum has experienced a significant narrowing since the 1970’s resulting in a diminutive view of teachers and education.

Morality and reform: A discursive look at how reform agendas affect practitioners

Jane McIntosh Cooper, University of Houston

Critical discourse analysis can be applied to education reform texts. Analysis of function and consequences on practitioners (micro) and educational landscapes (macro) will be elucidated, including opportunities for resistance.

45. Sidebar Room

Paper/presentation — Salome

12:45 – 1:10

Burning at both ends: Why music teachers burnout

Derrick Alan Crow, Danville School District 118 (Danville, IL)

Frank Perez, Baker University

This presentation explores the variable that influence current and potential music educators. Through mixed methodology, we interweave narrative stories from music teachers, historical, and survey data.

Tenth Concurrent Session

1:55 – 3:10

46. Attracting and retaining teachers:

A look at Massachusetts, New Mexico and Kentucky

Paper/presentation — Salon de Gallier I

Raising the bar: Impact of accountability

Linda E. Denault, Becker College

Nadine M. Bonda, American International College

Massachusetts has implemented a rigorous, multi-faceted educator evaluation system. This session will discuss the key components of this system and its potential impact on both attracting and retaining teachers.

Why do so few people want to teach in New Mexico anymore?

Geni Hehr Flores, Eastern New Mexico University

New Mexico schools consistently rate poorly on a national scale. Current policies aimed at improving the schools have resulted in a serious teacher shortage. The effects of change and ideas for improvement will be presented.

Factors influencing administrator and teacher turnover in Kentucky public schools

Crystal Fultz, Morehead State University

Brandon Richards, Morehead State University

The presentation explores the factors that may lead to teacher and principal turnover in Kentucky’s public schools. Survey data examines leadership, support, and work environment.

47. Finding time for enriched learning experiences

Panel discussion — Carmen

The power of voice: Teaching and learning from the heart

Elizabeth Cain, Endicott College

Lynne Stasiak, Endicott College

Kathleen McLaughlin, Endicott College

This panel discussion explores the power of voice to “open a public space” within classrooms to address diversity, build community, inspire conversation, and foster the development of interdisciplinary academics.

48. Immigration, integration, and international perspectives

Paper/presentation — Otello

Immigration in U.S. history: An exploration of attitudes in a content area literacy strategies classroom

Anne D'Antonio Stinson, University of Wisconsin, Whitewater

Addressing immigration attitudes is difficult and dangerous. This presentation outlines my attempts to address this topic through the teaching of content area literacy strategies in a secondary teacher education course.

Maintaining cultural identity in a new land: The role of schools in the integration experiences of Ethiopian immigrant youth in Washington, D.C.

Maraki Shimelis Kebede, Pennsylvania State University

This study investigates the integration experiences of Ethiopian-born immigrant youth in Washington, D.C. It explores how they navigate their transnational identities and the role school plays in shaping their experiences.

Learning English in the periphery: Views of Slovak parents

Judith McEnany, Montana State University, Billings

This research study examines the expressed motivations of Slovak parents to enroll their children in a Slovak/English language private school. Data was collected from a larger critical ethnographic study of English language use and instruction.

49. Clinical placements in teacher education programs

Paper/presentation — Salon de Gallier II

The importance of clinical experiences to teacher preparation: Underlying conceptions and reflection

Erasmus Chirume, Central State University

Partnerships among Educator Preparation Programs and P-12 communities are vital for preservice teachers, but how these partnerships should work is not always clear. This study explores the attributes of collaboration that produce effective results.

Is clinically rich student teaching placement critical to teacher preparation?

Long Peng, SUNY Oswego

Jean Ann, SUNY Oswego

We address whether extending student teaching, called "clinically rich," is critical. We argue that unless extended residency is coupled with carefully designed education courses and professional development, it is not sufficient.

50. Attracting diverse teaching candidates

Panel discussion — Salome

Reimagining recruitment efforts: A panel discussion of creative programs designed to attract diverse teaching candidates

Mary Ann Parker, Indiana University, Southeast

Rachel Star, Indiana University, Southeast

Carol Bartlett, Indiana University, Southeast

Three faculty members will discuss new innovative programs at their university designed to recruit diverse candidates while complying with CAEP standards.

Eleventh Concurrent Session

3:20 – 4:20

51. Impact of high-stakes standardized tests

Paper/presentation — Salon de Gallier I

Why do so few people want to teach anymore?

Linda Mabry, Washington State University

High-stakes accountability testing has transferred curricular and pedagogical decision-making from teachers to test developers, undermining educational quality and the professional standing of educators.

New tools, old paradigms: The promise and peril of educational assessment systems

Grant R. Miller, Southern Illinois University

Current standardized exams may be assessing critical literacy; however, their reporting systems offer little guidance for teachers to inform instruction. Learn ways educators are addressing this challenge in their classrooms.

52. LGBT issues

Paper/presentation — Salon de Gallier II

Still Silent: Talking with students about LGBT issues

Howard Miller, Mercy College

Jordan Jay, Lincoln University

Despite progress in some quarters, LGBT issues remain under a veil of silence in many classrooms. This presentation will focus on opening the conversation and weighing its potential impact along a continuum that moves from silence to openness.

The perils and promise of sexual ignorance: A taxonomy for teachers

Jennifer Logue, Southern Illinois University

I take public debate over sex education and transgender policies as an entry point to suggest that ignorance can become a pedagogical resource and method toward inclusive educational policy and practice.

53. Attracting students to teaching

Paper/presentation — Otello

Looking for teachers in all the wrong places

Sally Blake, Flagler College

Candice Burkett, University of Illinois, Chicago

Admissions criteria for teacher education programs may be eliminating our best teachers from the profession. Who and on what criteria we accept candidates need to change.

Urban school district partner with local college to enroll math, science, and special education teachers in initial licensure program

Eileen Cyr, Springfield College (Springfield, MA)

Jessica O'Brien, Springfield College

Dilyara Celik, Springfield College

Springfield College S-cubed program is a partnership with Springfield Public Schools in support of the development of effective educators in the critical need areas of mathematics, science, and moderate disabilities.

54. Teaching in tough places

Paper/presentation — Carmen

Values driven schools: A teacher attrition case study in a high poverty school

Thomas J. Pharis, Murray State University

Talented teachers often enter the profession ready for success only to struggle and leave. Values driven educators can create school cultures which support teachers and reduce teacher attrition.

Retaining positive, purposeful, and passionate teachers: How intrinsic and extrinsic motivators impact teacher retention in challenging urban schools

LaSonya Moore, University of South Florida, St. Petersburg

What school districts, administrators, and teachers need to know and how they can provide the supports that are critical for educators who teach in challenging schools in urban areas.

Twelfth Concurrent Session

4:30 – 5:45

55. Seeing race and social justice clearly

Paper/presentation — Salon de Gallier I

Borders, belonging and citizenship: Offering teacher candidates a lens on the world

Donna Vukelich-Selva, Edgewood College

This presentation discusses a strategic examination of issues of race and immigration in teacher education, including modeling a lens for students that offers a way to analyze critically issues of citizenship, race and belonging.

Social justice and student voice: An online literary, visual, and performing arts magazine for urban students

S. Marie McCarther, University of Missouri, Kansas City

Donna M. Davis, University of Missouri, Kansas City

This study asked students in grades 5—12 to think about the concept of social justice and create an artistic expression exemplifying their beliefs. Several themes emerged for educators to consider.

56. Teacher preparation: Some ideas

Paper/presentation — Salon de Gallier II

Show and not just tell: How to ensure teacher prep programs are modeling best practices for teacher candidates

Toya Abrams, Arizona State University

Modeling best practices for teacher candidates is a good thing; modeling how to receive and process feedback can also lead to increased teacher readiness, efficacy and retention.

What does sustainability have to do with education?

Pamela J. Bork, University of Wisconsin, Stevens Point

Sally Jones, University of Wisconsin, Stevens Point

We explore the topic of educational sustainability and provide examples of methodologies to support transformational education using sustainable practices within a teacher preparation program.

57. Doctoral programs in education

Paper/presentation — Otello

Responding to the needs of doctoral students: Two program reviews

John D. Long, Lindenwood University

Ticia Garbarini, Lindenwood University

The presentation discusses the results of two different studies of the Doctoral Program at Lindenwood University and includes recommendations for making the quest for a doctorate more attainable.

New ideas for examining the states of doctoral study

Tammy V. Abernathy, University of Nevada

Shanon Taylor, University of Nevada

The purpose of this presentation is to disseminate data and new ideas to support the construct validity of Adler and Adler's (2005) model describing the stages of doctoral study.

58. Controversial issues in the classroom

Paper/presentation — Carmen

Using a book club model to tackle controversial issues facing today's teachers

Kelly H. Ahuna, Medaille College

Crystal Elias, Medaille College

Claudia Conway, Medaille College

This presentation will discuss how one college formed a Fieldwork Advisory Team using a book club model to raise and debate how best to tackle controversial issues in today's classrooms.

The necessity of controversy in the classroom

David D. Timony, Delaware Valley University

Craig Stutman, Delaware Valley University

An educational theorist and a historian sat down to discuss the important of using controversial topics in the classroom. Come engage and explore the outcomes of this rich discussion.

59. Preparing teachers to succeed: One program's approach

Panel discussion — Salome

Reversing the educational exodus: Empowering the next generation of teachers with data that informs decision-making

Heather Schilling, Manchester University

Stacy Stetzel, Manchester University

Mike Martynowicz, Manchester University

Kurt Kurtzhals, Manchester University

Presenters will share data supporting proactive, innovative, and effective practices which have increased enrollment in teaching at a thriving teacher preparation program. Dialogue and feedback will be solicited and encouraged.

Wednesday, March 8th

Coffee

Salon de Gallier I

8:00—10:00

Thirteenth Concurrent Session

8:20 – 9:35

60. Helping African American males and others needing support

Paper/presentation — Salon de Gallier I

**Supporting first-generation and/or diversity teacher candidates
in teacher education programs**

Ronda J. Mitchell, University of Illinois, Springfield

First-generation and diversity candidates, interested in teacher education and accepted into a program their freshman year of college, receive financial and mentoring support until graduation. See how it works!

**Dual credit programs and college readiness: Perceptions of students
enrolled in one early college program of their college readiness skills**

Lina Houry Jawad, University of Michigan, Dearborn

This qualitative phenomenological research provides results of interviews with students graduating from one early college program to understand how this program contributes to student perceptions of college readiness.

61. Research in classrooms: Action Research / the IRB

Paper/presentation — Otello

Teachers and truth telling through action research and care of the self

Alex Jean-Charles, Missouri State University

This paper examines the crossroad between action research methodology that places major emphasis on reflective practice in teacher education programs and Foucault's ethical practice of Care of the Self.

Action research: An important tool for novice teachers

Cole Kervin, Florida Atlantic University

Introducing pre-service teachers to action research will guide their decision-making, especially in the area of instruction and assessment once they become practicing teachers. It will raise their levels of confidence and self-efficacy, leading to longer teaching careers.

Beyond the IRB: Raising critical questions about research ethics in schools

Jennifer McCloud, Transylvania University

This paper critically reflects on and raises ethical questions about conducting research in schools. I share events from my ethnographic research in an English as a Second Language classroom to seek a humane and caring research approach.

62. Coping with high stakes teacher evaluations

Paper/presentation — Salon de Gallier II

Lessons from teacher evaluation reform in Louisiana

Brian R. Beabout, University of New Orleans

JennaLynn Galjour Chiasson, St. John the Baptist Parish Public Schools

Teacher evaluation has become much more regulated, visible, and high-stakes under the Obama administration. This panel examines COMPASS implementation in Louisiana and the benefits and pitfalls of this approach.

63. Preserving the health and well-being of students

Paper/presentation — Carmen

Principals' perspectives on the roles and skills of school psychologists

Jill Timmons, University of Nebraska

Marilyn Grady, University of Nebraska

This presentation will provide results of a recent study on principals' perspectives of school psychologists. We will suggest implications for school psychologists, principals, and school psychologist and principal training programs.

**Therapy that barks: The role of therapy dogs
in developing compassionate classrooms**

Donna M. Dombek, University of Pittsburgh, Bradford

Research is proving that therapy dogs in the classroom can not only increase levels of academic engagement, but also increase a child's level of empathy.

You can't say "No" to Narcan

Stormy Stark, Independent educational consultant

Educators genuinely care about kids. This requires acknowledging that overdoses from narcotics have skyrocketed over the last decade. We MUST stock Narcan in every school to prevent overdose deaths.

Fourteenth Concurrent Session

9:45 – 11:00

64. Racism in schools

Paper/presentation — Salon de Gallier I

Stories from the margin

Jason K. Johnson, Oklahoma State University

Jeremy Lane, Langston University

African American professionals and students experience various obstacles that stem from implicit racism while navigating majority White spaces and institutions. Institutional rules have dictated the distribution of access to schools, neighborhoods and even employment.

Racial disparities in suspensions and expulsions in public schools

Kimberly R. James, Louisiana State University

Jovan Thomas, Louisiana State University

A discussion about the disproportionate number of Black children being suspended or expelled with suggestions of alternate strategies to lower the suspension/expulsion rate of this population of students.

65. Affirmative action / African-American males who want to teach

Paper/presentation — Salon de Gallier II

Affirmative action in the classroom: Locating justice in “race talk”

Hoang Vu Tran, Bates College

After *Fisher v. University of Texas*, race positive holistic admissions lives on. Affirmative action discussions should be afforded the same comforts inside our classrooms.

Call me MISTER: Planting seeds for education in Georgia

C. Emmanuel Little, Georgia College and State University

This presentation will detail the development of the first-ever Call Me MISTER program in the state of Georgia as it recruits Black males to enter the teaching profession.

66. Using educational technology

Paper/presentation — Otello

Pop culture as pedagogy

Cynthia A. Behunin, Utah State University, Eastern

Clinton K. Behunin, Utah State University, Eastern

Search for new ways to reach increasingly tech savvy and technology focused students? Discover how to incorporate pop culture and current events into your lesson plans.

Online and blended learning as tools to increase literacy in science for all students

Richard N. Vineyard, Public Consulting Group, Inc.

Use of new and innovative online learning tools to include all students in science instruction will increase their abilities to use language and their content knowledge and literacy in science.

67. Teacher autonomy

Paper/presentation — Carmen

Through the grid-group cultural theory lens: Examining the state political culture’s impact on teacher autonomy

Da Li, Ohio State University

This study examines the impact of the political culture on teacher autonomy (TA) and what type of political culture best supports TA. The research provides a brand new perspective on studying factors that shape TA.

The emerging teaching professional as a site of struggle for the democratic subject

Sheron Fraser-Burgess, Ball State University

McHale Kassidee, Ball State University

Marissa Young, Ball State University

Matia Rujiraviriyapinyo, Ball State University

This presentation frames the dilemma that recent policy reforms pose for education that conforms to democratic principles. The panel identifies neoliberal initiatives that threaten the teacher/teacher candidate as democratic subject.

Perceptions are everything: Autonomy as a vehicle for empowerment within charter schools

Brandon VanBibber, Northern Arizona University

This presentation explores how school conditions shape perceptions of teacher autonomy in charter schools. Additionally, this presentation investigates the extent to which teachers view autonomy as a vehicle of empowerment.

Conference Summation

11:00 — 11:30, Salon de Gallier I

We’ll take a few minutes to:

- Talk about what we’ve learned about the theme questions
- Talk about publication opportunities with the Academy for Educational Studies
- Remind ourselves of the theme questions for the 2017 Critical Questions in Education Symposium to be held October 30-31 at the Hotel Monaco in Pittsburgh, Pennsylvania

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