



Critical Questions in Education Symposium

Presented by the

Academy for Educational Studies

2016 Symposium Question:

Pressure for perfection: What is it doing
to teachers, students, school communities,
and teacher education?

Little America Hotel
Salt Lake City, Utah
October 3—4, 2016

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Critical Questions in Education Symposium

Monday, October 3rd

Conference Registration

Light breakfast buffet

Outside Ballroom A

7:45—9:30

Opening Session:

8:30—9:30

Ballroom A

1. Greetings and questions

Steven P. Jones

Executive Director, Academy for Educational Studies

2. The “perfection” we are here to find, question, and evaluate

David Berliner

Arizona State University

Christopher Clark

Michigan State University

Symposium Session One

9:40 – 10:55

1. The human considerations we leave behind in the pursuit of the perfect

Paper session—Tucson

Cultivating self-compassion within mindfulness practice to combat perfectionism in students and teachers alike

Elizabeth G. Holtzman, Rhode Island College

Education's focus on building high self-esteem in a culture of performance-based assessment supports the development of perfectionism. The cultivation of self-compassion within mindfulness practice provides an alternative for both students and teachers.

The impact of perfection on efficacy

Linda Gordon, Florida Atlantic University

No matter where a student falls on achievement scales under the accountability movement, they can all progress towards perfection. However, reaching perfection is a mirage, and self-efficacy is a casualty.

Ace it or learn it?: How the quest for perfection undermines learning from mistakes

Maleka Donaldson Gramling, Harvard University

Anchored in established and emerging research on mistakes and learning, this presentation analyzes the current social pressures of academic perfection and offers concrete strategies to mold a mistake-friendly classroom culture.

2. Building schools on something more than “perfection”

Paper session—Sun Valley

Changing course: A new direction for education

Brian A. Stone, Northern Arizona University

Sandra J. Stone, Northern Arizona University

Our system of education is an outdated factory model which has dehumanized the educational process. We propose abandoning this system for a new course—which will dramatically change education.

Designing schools for 21st century education

Sarah Thomas, University of Nebraska, Lincoln

What should 21st century learning spaces privilege? This session explores an alternative final assessment (creating schools), original creativity research supporting it, and student products to encourage dialogue about innovative pedagogy.

3. Teacher evaluation and the building principal

Paper session—Snow Basin

A close look at the Ohio Teacher Evaluation System (OTES) and the changing role of the building principal

Jane Beese, Youngstown State University

This paper will investigate the implementation of the teacher evaluation system in Ohio (OTES) and its effect on the role of building principal.

Organizational practices of a Texas social justice school leader

Maria de Lourdes Viloria, Texas A&M International University

This paper is a narrative of nodal moments central to teaching and learning to teach. Three practices used by teachers and stakeholders to transcend the Texas accountability system will be presented.

Complexities of assessment and accountability: Voices of principals

Betty J. Alford, California Polytechnic University, Pomona

Julia Ballenger, Texas A&M, Commerce

This session will share information from a qualitative case study of U.S. principals who participated in the Voices 3 initiative with a focus on identifying complexities of assessment and accountability.

4. Teaching in urban areas: Preparing (mostly) white teachers

Paper session—Flagstaff

Preparing white teachers for teaching non-white student populations

Mack T. Hines III, Sam Houston State University

The purpose of the presentation is to delineate the dynamics of educating white teachers for culturally responsive teaching.

For white folks who expect perfection. . . and the rest of y'all, too

Deanna Chappell Belcher, University of Oregon

The new book *For white folks who teach in the hood* is a call to teachers with good intentions and savior mindsets. We consider Emdin's contribution and our preoccupation with "perfection."

Making the difference in academic and behavioral outcomes:

Relationship building as a moral imperative with underserved populations

Andrea D. Guice, Guice Consulting & Grant Writing Services, Inc.

Judy Jackson May, Bowling Green State University

Research supports relationship building as an imperative component in student success. This causal-comparative inquiry examined the academic and behavior outcomes of secondary school students in a mentoring program in an urban district.

Symposium Session Two

11:05 – 12:10

5. Getting past, and getting over, perfectionism

Paper session—Tucson

Numbed vulnerability: On outcomes of perfection syndrome—a response to Brene Brown's *Daring Greatly*

Anna O. Soter, The Ohio State University

The session focuses on a response to social scientist Brene Brown's *Daring Greatly* in which she explores the price of perfectionism at personal and professional levels.

Catastrophic thinker *Barbie* v. resilient adventurer *Tigger*: Perfectionism and its alternatives

Naomi Petersen, Central Washington University

Some people, like *Barbie*, have high expectations for themselves and easily fall apart when they experience small setbacks; others, like *Tigger*, don't overreact and are more likely to risk new experiences. The dynamics of school experiences that foster such world views are outlined in this session.

6. Demanding perfection: Impact on minority students in teacher education programs

Paper session—Sun Valley

So what if I complete a state approved program?

Mildred E. Berry, Florida Memorial University

This session explores the impact of Florida's guidelines on teacher education at Florida Memorial University, focusing on the requirement that all students pass all standardized tests if they want to be certified.

7. LGBTQ students and the pursuit of perfection

Paper session—Snow Basin

LGBT issues of perfection: The literacies we teach ourselves and others

Jenny C. Wilson, Texas A&M University, San Antonio

Shelley B. Harris, Texas A&M University, San Antonio

This presentation will discuss the need for safe zones that instantiate individual respect and civil rights regarding LGBT individuals and communities. In schools, change must occur to integrate an LGBT understanding as it works to perfect its inclusiveness.

8. The problem with standards-based perfectionism

Panel discussion—Flagstaff

All or nothing: The impact of standardization and perfectionism on students' success

Tiffany Karalis, Purdue University

Chea Parton, Purdue University

Helen Bentley, Purdue University

Panel will address competitiveness and inequities associated with standardization, as well as its impact on students' ability to succeed. Proactive ideas for instructional/mentorship strategies will be explored.

Lunch

12:10 – 1:30

On your own

Symposium Session Three

1:30 – 3:05

9. Mentoring

Paper session—Tucson

Teacher attrition, mentoring programs, and the importance of a collaborative school context

Mark R. Riney, West Texas A&M University

Gary Bigham, West Texas A&M University

This presentation examines problems of teacher attrition and the efficacy of mentoring programs and extended collaboration among school administrators and new and experienced teachers to increase teacher retention and effectiveness.

Assisting beginning teachers reach “perfection”

Patty J. Horn, Northern Arizona University

In this age of “perfection,” it is important to assist beginning teachers as they transform into master teachers—a transformation which, in turn, increases student success. This presentation investigates how mentors assist in transforming practice.

Teaching for multidimensional thinking through quality teacher assessment

Sarah Thomas, University of Nebraska, Lincoln

Continuity between university preparation and pre-service teaching powerfully informs professional development. This session showcases an assessment protocol featuring teaching for multidimensional thinking through Feinman-Nemsar’s *educative mentoring* approach.

Reframing the myopic focus on perfection:

A look at teacher professional development

Lauren DeCrosta, University of Maryland

By highlighting the Singapore Teacher Growth Model (TGM), this paper calls attention to the challenges and possibilities of reframing current policy discussions on teacher perfection to focus on professional development.

10. Issues in special education

Paper session—Sun Valley

Seeking perfection for students who lack self-regulation in society

Lawrence Ingalls, University of Texas, El Paso

Students who lack self-regulation skills do not experience successful lives and many face incarceration. This session will focus on the strategies needed to aide these students in their independent life.

The fallacy of independence as the path to perfection

Maureen E. Squires, SUNY, Plattsburgh

In seeking to understand why college students with disabilities choose not to use support services, themes of independence, identity, and the pursuit of perfection emerge.

**Preparing parents to work with school personnel
to develop the initial individual education plan (IEP) for special education**

Helen Hammond, University of Texas, El Paso

Parental participation in the development of the IEP is a critical step for school personnel and families. This presentation focuses on strategies that can improve the quality of their participation.

Decoding perfection: Mathematics education, special education, and social justice

Trevor T. Warburton, Jordan School District (Utah)

Audrey Thompson, University of Utah

Sharlene Kiuahara, University of Utah

Mathematics pressures teachers to perform to perfection, leading to the exclusion of students. Here we question the exclusion of special education students and how social justice might address this exclusion.

**11. Teachers under pressure:
Their opinions, their reflections, and their activism**

Paper session—Snow Basin

Rural Ozarks teachers' perceptions of the push for perfection

Jill (Alice) Black, Missouri State University

Rural elementary/middle teachers reveal expectations they consider realistic and unrealistic.

Pursuing perfection in an imperfect profession: Embracing our messy reality

Elizabeth Hobbs, Aurora University

Margarita Altidis, University of Illinois

Presenters from a large, high performing high school offer insight regarding the need to embrace the messy realities of teaching in order to best meet the ever-changing demands of the profession.

Social justice and equity: Unintended outcomes of classroom-based research

Ronald S. Beebe, University of Houston, Downtown

The results of this study indicate teachers implicitly recognize the impact of curricular and policy directives on student outcomes and instructional practice related to issues of equity and social justice.

Using teacher activism to fight back against accountability reforms

Brianne Kramer, University of Toledo

This presentation examines how teacher activism reclaims teacher voice and autonomy that have been stripped away through neoliberal reforms and the push for greater accountability.

Symposium Session Four

3:15 – 4:30

12. Unpacking what we mean by “perfection”

Paper session—Tucson

Scientific management and the dissolution of liberatory perfection

Randall Dana Ulveland, Western Oregon University

I examine how Scientific Management has had a profound influence on how we understand perfection in schools. I contrast this with other non-utilitarian, liberatory lived-bodily experiences.

Our modern educational moment: Blame pragmatism

Steven P. Jones, Missouri State University

This session offers an examination of Louis Menand’s excellent book, *The Metaphysical Club: A Story of Ideas in America*, and argues that our American pragmatism is the key source of our quest for perfection in education.

Perfection: An absolute ideal in a relativistic world

Edward J. Caropreso, University of North Carolina, Wilmington

This presentation explores questions about the potential for perfection in the context of human development and experience, followed by a discussion of the potential for perfection in the context of instruction, both learning and teaching.

13. Needed: Better ideas, better practices, better understandings

Paper session—Sun Valley

Authenticity as perfection: A K-12 curriculum that fosters development of multiple intelligences strengths, leadership, and success

Christine Kunkel, Rhode Island College

Most schools strive for “perfection” using test scores, but isn’t perfection in the eye of the beholder? Perhaps authentic curriculum—relevant to each student—is a more perfect pedagogical practice.

Place-based education: A noble shift

Doreen Keller, Whitworth University

This session will look at literature that suggests the current test-centered climate negatively impacts students’ health. Alternative approaches, including place-based education, will be examined through case study research and literature.

Understanding perfection and its impact on education

Martin L. Kokol, Touro College

Perfection cannot be allowed to poison the educational endeavor. Cognitive downloading must allow for emotional updrafts. The life of the mind **and** the heart must triumph for this rising generation.

14. What has happened to the common good?

Panel—Snow Basin

Abolishing the commons

Lawrence Baines, University of Oklahoma

Hongxiao Guo, University of Oklahoma

Presents the current status of the “public good” in light of the rapid expansion of privatization in the sectors of roads, K-12 schools, higher education, and prisons.

15. School administrators: Responding to tough demands

Paper session—Flagstaff

Resilience: How do we help foster it in educational and instructional leaders?

Jodi A. Lamb, Saint Leo University

This session explores how institutions with educational and instructional leadership programs can build support mechanisms into their programs that foster and develop resiliency among their aspiring administrative and teacher leaders.

How perfection affects the administration in secondary schools

Andrew Teti, Marshall University

Eugenia Damron, Marshall University

This paper evaluates survey results of current secondary school administrators as to how the pressure to be perfect affects daily decision-making in their schools.

A criticality of experience: Chaos and complexity in American public schools

Janet Tipton Hindman, West Texas A&M University

This qualitative case study explores whether leadership is more of a science or an art in the midst of the current chaos and complexity of public schools.

Conference Reception

Complimentary beer and wine

4:30 — 6:00

Ballroom A

The Public Square

Pressure for perfection:

What have we learned today?

4:45 — 6:00

Ballroom A

David Berliner, Arizona State University

Christopher Clark, Michigan State University

Sydnee Dickson, State Superintendent of
Public Education, Utah

Lawrence Baines, University of Oklahoma

Followed by open discussion

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

Informal gathering

Hotel Bar

8:30

Tuesday, October 4th

Light breakfast buffet

Outside Ballroom A

7:45—9:30

Academy Talk

8:15—9:30

Ballroom A

Navigating perfection

How can teachers (and teacher educators) navigate the “perfection” some seem intent on having us pursue? Is there an argument for educators to be “constructively subversive?”

David Berliner, Arizona State University

Christopher Clark, Michigan State University

Moderated by Steven P. Jones

Symposium Session Five

9:40 – 10:55

16. Celebrating John Dewey

Panel—Tucson

**Celebrating 100 years of *Democracy and Education*:
Dewey, the Utopians, and the quest for perfection**

Eric C. Sheffield, Missouri State University

Jessica Heybach, Aurora University

Randy Hewitt, University of Central Florida

As part of a year-long celebration of his legacy, this presentation will take up the matter of our quest for perfection in light of Dewey's understanding of uncertainty, longing, and unending human "felt problems."

17. Examining edTPA

Paper session—Sun Valley

The true cost of edTPA as a measure of program effectiveness

Tara Haskins, Eastern Washington University

Vince Aleccia, Eastern Washington University

This presentation discusses the ramifications of implementing a mandatory edTPA passing score for both faculty and teacher candidates as well as the true cost of delivering an effective curriculum.

What does edTPA really assess? Teacher “readiness” vs. standardized “performance”

Laurie A. Ramirez, Appalachian State University

As more universities adopt edTPA, a critical question is whether or not this standardized practice and drive for perfection is best for pre-service teachers, teacher education programs, and, ultimately, students.

18. How we got here: Educational structures and history

Paper session—Snow Basin

Appreciating the beauty of organizational complexity in educational action:

An institutional explanation

Chandrasena Liyana Cabraal, Chicago State University

Action structures in school embody institutional structures of education. Institutionalism focuses on the “properties of supra individual units of analysis that cannot be reduced to aggregations or direct consequences of individuals’ attributes or motives” (DiMaggio & Powell, 1991). Institutions are something more than the sum of individual properties.

Achievement, cycles of reforms, and implications for teacher education

Tiina Itkonen, California State University, Channel Islands

Manuel Correia, California State University, Channel Islands

This presentation is grounded on education policy literature to unpack the achievement construct and to situate achievement and reform pressures in a historical context. Implications for teacher education are discussed.

Accountability systems, students, educators, and the “pressure for perfection”

Kitty Warsame, Prairie View A&M University

James Valles, Jr., Prairie View A&M University

This presentation offers an understanding of accountability systems, program standards, and accreditation and how they are revealed as “pressure for perfection” on paper, affecting educators and students.

19. Alternative programs: Teacher education and K-12

Paper session—Flagstaff

The intersection of alternative teaching programs and the new era of the perfect teacher

Kamron Collins-Johnson, Missouri State University

Megan Edwards, Missouri State University

Brianna Russell, Missouri State University

Erin Wilson, Missouri State University

This session offers a discussion of students’ experiences in Missouri State University’s MAT program—an alternative certification program. Why change careers to enter teaching in an age where teaching perfection is being demanded?

College of Education accreditation and teacher certification: A dichotomy

Roxanne Fillmore, Northeastern State University

Lisa Bisogno, Northeastern State University

Sophia Sweeney, Northeastern State University

Teacher preparation programs painstakingly maintain accreditation standards in preparing teachers, and graduates of these programs meet all standards and competencies. But is this always true? Alternative certification sidesteps such preparation. This dichotomy is explored.

That *place*: The re/construction and re/production of alternative education programs' image and identity

Lynn Hemmer, Texas A&M University, Corpus Christi

Inequities in alternative educational programs are presented, challenging the ways in which these programs are compared and understood and how resource allocation plays out in material form, creating place-based identity.

Symposium Session Six

11:05 – 12:10

20. Accreditation demands: Opportunity for change or, ultimately, a disaster for children?

Paper session—Tucson

A model for transformative change: Using the Instructional Systems Design (ISD) or “ADDIE” model for continuous improvement of our EPP

Janet Tipton Hindman, West Texas A&M University

Judy D. Williams, West Texas A&M University

This presentation explores the ADDIE model, encourages discussion through technology, and demonstrates application and tools while seeking national accreditation. ADDIE is like building a deli sandwich! What's your favorite sandwich?

How the increasing demands for “perfection” in teacher candidates affect teacher education programs: How the edTPA, increased praxis scores, and the drive for “classroom readiness” diminish children’s education

Sara Hooks, Towson University

The push for “classroom ready” teacher candidates has led to a spate of initiatives, including increased Praxis test scores, more field experiences, and performance assessments like edTPA. This session will examine how the quest for perfection has diminished the educational experiences of children in schools.

21. Teacher education: Two different approaches

Paper session—Sun Valley

Are metrics for “perfection” curating student lives?

A practical teacher education response

Sean F. O’Connor, Washington College

The price of current pressures for “perfection” viewed through the lenses of Martin Buber’s “I-It / I-Thou” modes of engagement. . . and a teacher education response framed as “a developmental journey.”

Embedded field experiences with P-12 partners: How do we know it’s working?

Betty M. Marko, Walsh University

Cinda Harold, Walsh University

Walsh University’s Early Childhood Language Arts and Social Studies Methods course offers teacher candidates a unique embedded field experience co-teaching with a P-12 partner. We provide an overview of the course design and how it has evolved over the past nine years.

22. Moral reflection, humor, and the pursuit of perfection

Paper session—Snow Basin

Wittgenstein, therapeutic education, and humor

Christopher Hoyt, Western Carolina University

Educators would do well to integrate both moral reflection and humor into their curricula and lessons, and Wittgenstein’s philosophy can help explain why.

Perfection: Exactly the end we should have in mind for our students

Steven P. Jones, Missouri State University

A defense of perfection as *the* end of education, with reference to Philip Jackson’s book *What is education?*

23. Getting teacher education students to challenge their assumptions about learning

Paper session—Flagstaff

The reluctant learner

Susan Rauchwerk, Lesley University

This panel will discuss pre-service teacher conceptions of education when learning is driven by student engagement in authentic, hands-on learning opportunities rather than in linear pathways and scripted curriculum.

Lunch

12:10 – 1:30

On your own

Symposium Session Seven

1:30 – 3:05

24. Classroom practices: What helps, and what gets in the way?

Paper session—Tucson

Untangling academic performance from learning via complex group work, public feedback, and self-grading

Smith Grinell, San Jose State University

Colette Rabin, San Jose State University

We present findings from a project designed to help students dismantle unhelpful notions of perfection by untangling the construct of “academic performance” from deep learning of content in authentic contexts.

The WHEN of perfection

John Engler, Utah State University

The crisis of perfection in education happens because of *when* we measure student performance. By decoupling the practices of assessment and grading, teachers can maximize mentoring and minimize student stress.

The learning styles movement and the further devaluation of the craft of teaching: The push for the impossible

Allen G. Harbaugh, Boston University

The Learning Styles movement transitioned a push for perfection to a push for the impossible and further devalued the craft of teaching in the conscience of the U.S. public sphere.

“Perfection” viewed through three lenses: Reading, writing and urban education

Mary Jo Finney, University of Michigan, Flint

The danger of “perfect” reading, the impediment perfection poses to nurturing a developing writer, and the value of perfection in fostering persistence and perseverance among urban youth will be examined.

25. Confronting the problem of race and racism

Paper session—Sun Valley

Measureable perfection, moral blindness, and multilingual learners?

Loni Manning, University of Utah

Striving for measurable perfection could perpetuate a moral blindness towards multilingual or ethnic students as deficit learners, rather than as individuals with cultural assets that could enhance the curriculum.

Who are perfect teachers?: Graduate teaching assistants/associates and microaggression in their classrooms

Xin Zhang, University of Arizona

Unveiling layered and unconscious microaggression that two graduate teaching associates encounter in their classrooms when teaching white middle class pre-service teachers, this project challenges the dominant discourse of “perfect teachers.”

26. Teacher evaluation and accountability

Paper session—Snow Basin

The Performance Evaluation Reform Act of Illinois:

A critical analysis of the policy formation

Alison Reeves, Southern Illinois University, Edwardsville

This paper evaluates the potential of the PERA law in Illinois to promote improved teaching and learning by revealing the assumptions, research base, and political strategies that surrounded the creation of PERA.

Balancing the pressures between teacher evaluation systems and its impact on students

Rob Wottawa, Long Island University

Mentor teachers revealed the underlying pressures associated with education. These mentors can help teachers balance between doing what is best for students and managing the pressures of teacher accountability systems.

School accountability: Implications for educators and school leaders

Gary D. Bigham, West Texas A&M University

Mark R. Riney, West Texas A&M University

School accountability is a hot topic across many arenas in the U.S. Its implications for educators and school leaders will be examined through a scenario-based presentation and professional conversation.

27. How perfectionism discourages teacher education students

Paper session—Flagstaff

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 presentation seeks to explore why students leave education programs at key points in their degree timeline, student stressors, and how this relates to their understanding of perfectionism in teaching.

To “make despair unconvincing”: A meditation on teaching teachers in a high-stakes era

Kevin M. Talbert, College of Idaho

This paper considers how to forge an ethical teacher-education pedagogy that both prepares students to survive their constrained lives as teachers and to transform K-12 schools to redeem democracy.

Destructive and productive visions of “perfection” in an undergraduate teacher education program

Caitlyn Wicks, Missouri State University

The press for perfection in a teacher education program often causes students to flee the profession of teaching. But better and more satisfying versions of perfection are available in the ideas of Mark Edmundson’s *Self and soul* and Philip Jackson’s *What is education?*

Symposium Session Eight

3:15 – 4:30

28. Creativity and arts education

Paper session—Tucson

Creativity and perfection: Can you be “perfectly creative?”

Edward J. Caropreso, University of North Carolina, Wilmington

This presentation explores the construct and interpretations of creativity in domain general and specific contexts. The potential for teaching and learning about becoming creative and sustaining creative thinking and behavior will be considered.

Creativity and problem solving: (Un)packing a story

Kathleen Puente, University of Texas, San Antonio

Jenny C. Wilson, Texas A&M University, San Antonio

Because creativity in classrooms is pushed aside for direct methods of teaching, specifically to increase test scores, we describe how students explore creativity in both qualitative and quantitative ways and why such ways are important to acknowledge.

Arts education as a remedy for failing to meet accountability standards

Jessica N. O'Brien, University of Alabama

In response to not meeting accountability standards, schools should increase instructional time and funding for arts education in lieu of investing time and money on diminishing returns of testing supplements.

29. Teacher identity

Paper session—Sun Valley

Exploring the development of pre-service teacher professional identity and the pressure for perfection

Andrea Holba, Benedictine University

Mary Jeffery, Benedictine University

Through examination of a teacher education program, this presentation will explore developmental aspects of pre-service teachers' professional identity and how they mitigate pressures for perfection through analysis of field reflections.

Teacher identity in higher education

Christina Agvent, Post University

This presentation focuses on a 2016 pilot study that asked “Do the changing contexts in which higher education teachers work affect the construction and transformation of their professional identities?”

30. Technology in education

Paper session—Snow Basin

Practice makes perfect. . . Why? Because we have an App for that!

Infusing iPad App training in teacher education coursework and programs

Kelly A. Burlison, Lynn University

Jennifer J. Lesh, Lynn University

The pressure of becoming “the perfect teacher” continues as we adjust to 21st century skills and innovative teaching techniques. This presentation discusses integrating cutting-edge iPad App technology in undergraduate and graduate classes.

Technology: The doorway of mathematical knowledge?

James Valles, Jr., Prairie View A&M University

Kitty Warsame, Prairie View A&M University

We will discuss the implementation of an open technology policy regarding testing and the use of technology in PVAMU’s mathematical courses as well as its reception by those involved.

Creating space for mistakes: An examination of the Jabulani school simulation in a teacher education program

Gretchen McAllister, Northern Arizona University

This paper presents a simulated space that provides a complex context in which pre-service teacher education students can engage in questions, struggles and mistake making.

31. Literacy needs and English education

Paper session—Flagstaff

Once upon a time, no more stories were written: The preparation of teachers for the Language Arts classroom against the backdrop of narrowing curricular models

Marina Gair, St. Francis College

This presentation provides a five-year retrospective account of the author’s experience with teacher candidates in an elementary writing instruction course as first-time authors of children’s books.

Saying something amounts to performing it:

Transforming language pedagogy in the age of instant and mass “communication”

Anna O. Soter, Ohio State University

When metaphor is mostly exclusively taught as figurative language to be found primarily in poetry, what is the problem? Why does it suggest that language pedagogy needs a major overhaul?

Aiming for perfection while increasing the literacy needs of African American and Latino students: Is it possible?

Ramona T. Pittman, Texas A&M University, San Antonio

This presentation will focus on teachers’ need to aim for *perfection* in addressing the literacy needs of African American and Latino students who are *struggling* readers. What can teachers do?

Summation

4:35 – 5:15

Tucson

We'll take a few minutes to talk about what we've learned about this subject of education and "perfection" and see where we have more learning to do. And we'll talk about where we go from here in our thinking together.

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Missouri State
U N I V E R S I T Y

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