Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

2019 Conversation Themes:

Teaching Gen Z learners in changing times

Teacher leadership

Perry Lane Hotel

Savannah, Georgia

March 4 — 6, 2019

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https://academyforeducationalstudies.org/

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Jacqueline M. Jones

Critical Questions in Education Conference

Monday, March 4th

Conference Registration
Light breakfast buffet
Ballroom, Foyer
7:30—9:30

Greetings and Announcements
Ballroom
8:00
Steven P. Jones
Executive Director, Academy for Educational Studies

First Concurrent Session
8:30 – 9:30

1. Teacher leadership in rural schools
Paper/presentation — Easy Street A

Rural school teachers' leadership
Maria de Lourdes Viloria, Texas A&M International University
Marcela Uribe, Texas A&M International University
This presentation highlights the Professional Development for Secondary School Teachers and Educational Professionals (PD-STEP) into the STEM field USDA NIFA Grant 12438895/2018-680101-27674 aimed at PD/leadership development in the rural context.

Teacher leadership in rural middle schools
Cherie Gaines, Lincoln Memorial University
Due to unique characteristics and specialized needs, rural schools served as sites for investigation of the four factor model of teacher leadership: sharing leadership, principal selection, sharing expertise, and supra-practitioner.

2. Generation Z: Meeting the needs of learners
Paper/presentation — Moon River B

Inclusive excellence: Universal design and teaching strategies for the most diverse generation
Roger Munger, Boise State University
For Gen Zers, diversity and inclusion are the norm. What does that mean for our teaching? Leave with a self-study checklist to assess and adapt your teaching for Gen Zers.

Generation Z: Convergence in education practice begins
>Michael (Mike) R. Farmer, Lander University

Generation Z—markedly different from earlier generations. Mass media, educational neuroscience and our own classroom practice affirm this. What do we need to do to better meet the learning needs of these and future learners?

3. Student assessment
Paper/presentation — Ballroom

What do *you* mean by "growth?": From criteria and scales to stories and interpretive lenses in writing assessment
>Maja Wilson, University of Maine, Farmington

It's common to talk about a student writer's growth. But too often growth is constructed as an increase in test scores. Learn about tools designed to nurture and observe the growth of the writer herself.

Grading and grace: The role of grading in the creation of a hospitable learning environment
>Curtis Cunningham, John Brown University

Can rigor and hospitality exist in the same classroom? Need a professor extend hospitality as a function of grading and assessment? How do student perceptions of grading practices influence the hospitality of the professor? This presentation explores these questions.

4. Facilitating white racial self-reflection
Paper/presentation — Moon River A

A White racial perspective on preparing whites for culturally relevant leadership
>Mack T. Hines III, Sam Houston State University

This session highlights a White racially framed look at preparing White educators for positions of educational leadership. Specifically, this presentation aims to look at how to facilitate white racial self-reflection among White preservice principals.

Revisiting Baldwin's *Talk to Teachers*: What will you do with what you know now?
>Theresa Y. Robinson, Elmhurst College

"When did you become White?" This paper addresses the processes by which discussions of race and culture are constructed among White teacher candidates with respect to American education systems.

5. Developing teacher leaders
Paper/presentation — Easy Street B

How do institutions of higher learning develop teachers to be leaders?
>Patricia Murphree, Lincoln Memorial University

Teacher roles—instructor, colleague, role model, nurse, counselor, policy-maker, curriculum developer, team leader, committee chair, community-school liaison: How do they do it all, and how can they be taught to do it all?

The importance of middle level leadership: A review of the powerful book *The 360° Leader* by John Maxwell
>Rachel Star, Indiana University Southeast
>Carol Bartlett, Indiana University Southeast

This presentation will include a discussion of John Maxwell's book *The 360° Leader* as it relates to developing leaders. The myths and challenges of middle level leadership will be discussed.

Second Concurrent Session
9:40 – 10:55

6. Meeting the social and emotional needs of Gen Z learners
Panel discussion — Moon River B

The inter-related nature of well-being and learning: How do we meet the social and emotional learning needs of our Gen Z learners?
>Betsy Denton Burrows, Brevard College
>Megan Keiser, Brevard College
>Kortney Conner, Western Carolina University
>Brian Randall, Asheville City Schools

How do we as teacher educators support the well-being of our Gen Z pre-service teachers and prepare them for meeting the social and emotional learning needs of their future students?

7. Developing teacher leaders
Paper/presentation — Easy Street A

Identifying and growing internal leaders: A framework for effective teacher leadership
>Lisa Hall-Hyman, Southern Wesleyan University

This interactive session discusses foundational insights of teacher leadership, engages participants in activities to explore different scenarios where they identify leadership characteristics, and discuss ways to grow leadership.

Teachers navigating the complexity of multiple roles: Teacher, mentor and leader
>Saundra L. Shillingstad, University of Nebraska at Omaha

This study included twelve veteran teachers who serve(d) in the role of CADRE Associate during the 2016-17 and 2017-18 school year. The presentation will share the perspectives and experiences of the teachers serving in multiple leadership roles in the CADRE Project.

Zen and the art of improvised disappointment: An etic perspective on teacher leadership
>Jeff Hamilton, Gardner-Webb University
>Conrad Martin, Cleveland Early College

How does the adaptive leadership framework empower teacher leaders to make the most impact within the strictest of confines? This model is just what the doctor might have ordered.

8. The roots of Black educator activism
Panel discussion — Moon River A

Questioning the resistance: Black children inheriting ahistorical activist discourse
>Donyell L. Roseboro, University of North Carolina Wilmington
>Karen Meadows, Guilford County Schools, North Carolina
>Sabrina Ross, Georgia Southern University

In this session we analyze the roots of Black educator activism. The central question for this session: What happens when young people inherit an ahistorical discourse of resistance?

9. Technology and Gen Z students
Paper/presentation — Easy Street B

**The digital native has arrived: Using technologies to challenge
and respond to millennial and Generation Z students**
>Alison Schmidt, College of Wooster
>Megan Wereley, College of Wooster
>Olivia Poindexter, College of Wooster
>Morgan Fields, College of Wooster

As digital natives, modern students have a nuanced digital milieu. They are diverse and connected, requiring innovative pedagogy that values depth of content and meaningful social interaction for educational purposes.

**An action research study of the implementation
of a Bring Your Own Device (BYOD) program in an elementary school**
>Lynda A. Thompson, Rhode Island College

This action research study explores the benefits and implications of adopting a Bring Your Own Device (BYOD) program in an elementary classroom. The data presented will focus specifically on issues of equity.

**Student engagement: Giving students what they want;
getting educators what they need**
>Jennifer Zakrzewski, Charleston Southern University
>Jacquelynn Pleis, Charleston Southern University

We all strive for engagement with our Gen Z learners, but often miss the mark. This presentation will share research-based engagement tools to aid learning in multi-generational classrooms.

10. LGBT issues
Paper/presentation — Ballroom

Ensuring LGBT1IA2 children and youth feel safe at school
>James Paul Thing, California State University, Los Angeles
>Kate Esposito, California State University, Dominguez Hills

LGBTQIA2 students consistently report that schools are hostile and unsafe. This presentation, situated within a social justice civility framework, will provide participants with strategies schools can implement to reduce bullying.

**"What I'd want you to know": Advice for pre-service teachers
on the experience of being a married LGBT teacher**
>Zachary Stumbo, University of Tennessee, Knoxville

First-hand advice from currently married LGBT teachers, designed for pre-service teachers of all identities; discussing the unique impacts marriage equality has brought to the professional and personal lives of teachers.

Third Concurrent Session
11:05 – 12:05

11. Supporting first-generation and Gen-Z students
Paper/presentation — Moon River B

First-year seminars, libraries, and Generation Z: Shaping student success narratives
>Emily Bosscher, Trinity Christian College
>Cathy Mayer, Trinity Christian College

The Library and First-year Experience program directors invite attendees to discover who Generation Z students are, particularly in light of academic needs supported by the library and broader student services.

Essays of first-generation college students
>Ronda J. Mitchell, University of Illinois at Springfield

Every Student Has a Story: Personal Narratives from First-Generation College Students, along with Volume II, include essays that resonate with me. Learning about student struggles increases the understanding of this population.

12. Altering our perspectives about teaching
and professional development
Paper/presentation — Easy Street A

**Re-conceptualizing what "Teacher" means:
Bringing a higher education framework to our schools**
>Sarah Straub, Stephen F. Austin State University

A dynamic presentation that reframes what it means to be a teacher through the lens of higher education's three components: research, service, and teaching.

**What is a Professional Learning Network (PLN)
and how is it changing professional development?**
>Lauren Peña, University of Central Oklahoma
>Bryan Bucher, University of Central Oklahoma
>Mat Cooper, University of Central Oklahoma
>Kirk Webster, University of Central Oklahoma

In a PLN educators connect through online methods. This session focuses on the use of social media to build a network and how this changes the face of professional development

13. Supporting diverse students: Pedagogies and practices
Paper/presentation — Easy Street B

**Celso Antunes (Professors and Professaurus): Reflections about teaching
and diverse pedagogical practices**
>William Guedes Cortezia, Fitchburg State University

With significant sarcasm, Antunes identifies the "professor" who is indispensable to the university with the "professaurus" who is not. The professor is the one who stimulates, challenges, and explains knowledge.

**Causes of the academic achievement gap in African American students
in central Arkansas**

Kanesha'shay Adams, University of Alabama

What are the factors which contribute to the academic achievement gap in African American students? This research project examines several factors which have impacted the success of African American students.

14. Trauma, and other tough situations students face
Paper/presentation — Ballroom

**The reverse domino effect: The role of educators in nurturing
self-belief, determination, and post-traumatic growth
in students who have experienced trauma**

Pamela A. Larde, Mercer University
Navella Jean Walker, Mercer University

This presentation demonstrates how mentoring and coaching school leaders, teachers, parents, and students can create a reverse domino effect that can dramatically change the trajectory of a student who has experienced trauma and hardship.

15. Engaging Gen Z learners
Panel discussion — Moon River A

Using the art of the HOOK to engage Gen Z learners

Daniel Zukergood, Springfield College
Shanyn Dudley, Springfield Public Schools (MA)
Erica Begley, Springfield Public Schools (MA)
Jacquelynne Chase, Springfield College

Panelists will discuss ways they located/created extraordinary content specific hooks that engage Gen Z students while addressing the dreaded question: "Why do we have to learn this stuff?"

Fourth Concurrent Session
12:15 – 1:20

16. Assessing student work
Panel discussion — Easy Street A

**We've come a long way in how we teach –
now we need to change the way we assess**

Gina Mickiewicz, Springfield Public Schools (MA)
Kelly Gilhooly, Springfield Public Schools (MA)
Katy Reed, Springfield College
Eileen Cyr, Springfield College

Many educators have embraced student-centered teaching practices, but little has changed with regard to assessment practices. Panelists will present examples of differentiated assessments based on student choice menus.

17. Teacher leadership opportunities
Panel discussion — Easy Street B

Graduate student perceptions of teacher leadership opportunities in K-12 schools

Bryan S. Zugelder, East Carolina University
Mark L'Esperance, East Carolina University

This interactive session will showcase graduate student perceptions of teacher leadership opportunities and career pathways available in K-12 schools after completing a Master of Arts in Education.

18. Restorative justice
Presentation — Moon River A

**Beyond professional development workshops:
Why we need restorative justice in teacher education**

Martha Brown, RJAE Consulting

This presentation will explain why teacher education programs should include courses in restorative justice so they can better prepare teachers to work effectively in schools that adopt school-wide restorative practices.

19. Teachers' role in free market capitalism
Paper/presentation — Moon River B

**Teachers' role in free markets: How teachers abet
the foundations of free market capitalism**

Samuel B. Hardy, III, University of Phoenix
Thomas E. Deering, University of Phoenix

This presentation emphasizes the role of public school teachers in a free market economy, given that two of the four factors of production are human factors: labor and entrepreneurial ability. A market driven, free enterprise system needs effective human capital, enhanced through an educated populace.

Fifth Concurrent Session
1:30 – 3:05

20. Civility and citizenship: A task for public schools
Paper/presentation — Easy Street B

**Community schools: An equity solution encouraging civility,
civics and engaging citizens in our public schools**

Janine Al-Aseer, University of Tennessee, Knoxville

In a time when civic engagement is at a historic low, we have begun to look at our public school system for solutions. Community Schools present an opportunity to improve public education and the civic engagement within.

Political education: Student walkouts and implications for citizenship

Ann Allen, Ohio State University

Through analysis of reactions to student walkouts, this paper examines the issue of political education. Conceptions of education for engaged citizenship, political education, and implications for educators are discussed.

Democratic literacy: Schools we need and deserve

    Susan McDonough, Dominican University

    Jacquelyn Benchik-Osborne, Dominican University

What does democracy have to do with schooling? What kind of thinking is going on in urban classrooms? This presentation considers what democratic literacy should look like.

21. Literacy—and literature in the classroom
Paper/presentation — Moon River A

Thinking beyond school walls: Shakespeare's *The Tempest* retold

    Patricia Whitney, Eastern New Mexico University

In the Atwood style, *The Tempest Retold*, is the focus of a festival with a twist which ends up in a prison. *Hag-Seed* supports the magic of literacy through adaptation.

"Lovin' the skin I'm in": The case for using young adult literature in secondary English classrooms

    Jess Smith, Baylor University

    Mona Choucair, Baylor University

Contemporary teachers can be left wondering how to get students reading more than just Sparknotes and their friends' homework. Join in dialogues about using YAL to get students reading again.

Promoting cultural and linguistic appreciation through the use of multicultural literature

    Jayne A. Sherman, George Mason University

This discussion will focus on how multicultural literature can be used in a primary classroom during read alouds and during small guided reading groups to engage students in the topic of diversity.

Exploring and constructing an understanding of an unfamiliar culture through young adult literature

    Arianna Drossopoulos, University of Tennessee

This presentation introduces YA texts featuring Muslim characters and activities that allow for student discussion about stereotypes, othering, equity, culture and additional topics that have students analyzing today's society.

22. Graduate programs in teacher leadership
Paper/presentation — Easy Street A

Learning to lead: High impact experiences in teacher leadership graduate programs

    Jennifer Putnam, Gardner-Webb University

    Sydney Brown, Gardner-Webb University

Designers of a Masters degree program in Teacher Leadership identify and explain high-impact experiences to strengthen teacher leadership skills in graduate level candidates. Alignment to teacher leadership standards/competencies is included.

A graduate program's role in transforming teachers into teacher leaders

    Leigh Ann McMullan, Mississippi State University

    Frankie Williams, Mississippi State University

    Eric Moyen, Mississippi State University

This presentation addresses current research on teacher leadership, including how teacher leaders can be recruited, developed, and retained. It explains the recent development of a graduate program in teacher leadership.

Teacher leadership: What have done and where are we going?

    Dawn Behan, Mount Mercy University

One private university developed a Teacher Leadership emphasis in response to the Teacher Leadership grant in Iowa. Based on National Teacher Leadership Standards, its goal is to develop teacher leaders through graduate studies.

Developing teacher leaders: An examination of a graduate Reading Specialist program

    Geraldine Mongillo, William Paterson University

    Michelle Gonzalez, William Paterson University

This presentation will focus on the preliminary findings related to the efficacy of the coursework in our graduate Reading Specialist program to create genuine experiences that nurture teacher leaders.

23. Technology in the classroom
Paper/presentation — Moon River B

Enhancing reading comprehension with student-centered iPad applications

    Andria L. Moon, Northern State University

    Cheryl M. Wold, Northern State University

This research describes collaboration between a university and an elementary school. This collaboration was part of the Language Arts Methods course involving university students assisting fifth-graders with applications on iPads.

Meet me in the middle: Infusing technology in middle math

    Barbara Martin, Southern Illinois University

    Penelope Straub, Willmette Public Schools, Illinois

Based on the work of Mishra and Koehler (2009) this qualitative study examined student work from one middle school math class assignment for evidence of Technology and Content Knowledge (TCK) constructs.

iHeart-to-Heart: Helping Gen-Z grow through intentional classroom conversations

    Amanda Rigell, University of Tennessee

    Elizabeth Knode, University of Tennessee

This presentation will offer a hands-on introduction to dialogic literacy learning activities designed for diverse, digital-native Generation Z learners.

Sixth Concurrent Session
3:15 – 4:15

24. Building leadership: Solid building blocks or false hope?
Paper/presentation — Easy Street A

Developing principals to maximize the use of teacher leaders for school improvement

    Ted Zigler, Ohio Dominican University

    JoAnn Hohenbrink, Ohio Dominican University

Ohio Dominican University developed modules which can be added to Principal Preparation Programs to help principal candidates learn and understand the value of teacher leadership and how to utilize those teacher leaders for school improvement.

The hypocrisy of educational leadership
> Lori Morris, Austin Peay State University
> William Flora, East Tennessee State University

Are educational leadership programs creating the types of leaders needed to make positive system improvements occur? This presentation argues that fundamental change must occur in both training future leaders and in the structure of Pk-12 education.

25. Paying attention to racism and related issues
Panel discussion — Moon River A

Teaching for our culturally diverse world: Developing teacher leaders' critical practice
> Elizabeth (Betsy) DeMulder, George Mason University
> Stacia Stribling, George Mason University
> Laura Dallman, George Mason University

Using the theoretical frameworks of reflective practice, critical pedagogy and anti-racist education, we discuss the concept, the need, and a model for ongoing critical teacher professional and leadership development.

26. Improving doctoral programs
Paper/presentation — Moon River B

Re-examining doctoral education: Leadership in the context of practice for promotion of equal educational opportunity
> Olajide O. Agunloye, Augusta University

Through a critical lens, this paper presents the convergence of two education doctoral programs, Ph.D and Ed.D, in the context of practice in order to promote equal educational opportunity and social justice.

Sequential core curriculum to improve dissertation skills in a doctoral program
> Cherie Gaines, Lincoln Memorial University
> Andrew Courtner, Lincoln Memorial University

Completing a dissertation is an intellectual challenge and often a problem for doctoral students. Doctoral faculty developed a sequential core curriculum to increase doctoral candidates' readiness for the dissertation phase.

27. Pathways to teacher leadership
Interactive session — Easy Street B

Lattice vs. ladder: Examining pathways to teacher leadership
> Lisa Hall-Hyman, Southern Wesleyan University

This collaborative session examines developing teacher leaders within the context of educational systems and school-university partnerships. Participants reflect on existing teacher leadership efforts and discuss stretching their capacity to lead.

28. Supporting Gen Z college students
Panel discussion — Ballroom

The Gen Z college experience: Aligning efforts for success
> Yolanda L. Dunston, North Carolina Central University
> Christina Garrett, North Carolina Central University
> Patience Jones, North Carolina Central University
> Ania Hairston, North Carolina Central University

Gen Z college students and the faculty who serve and support them share their perceptions of what this group of learners needs for social, emotional, academic, and professional success.

Seventh Concurrent Session
4:25 – 5:40

29. Social justice in teacher leadership programs
Panel discussion — Easy Street A

The missing link: Social justice leadership in teacher leadership preparation programs
> Kimberly R. James, East Baton Rouge Parish Schools
> Runell J. King, New Beginnings Schools Foundation
> Jovan T. Thomas, Independent Scholar

Teacher leadership programs lack the preparedness of equity, diversity, and intersectionality issues within the K-12 school system. Incorporating social justice leadership is needed in teacher leadership programs.

30. Developing and empowering teachers
Paper/presentation — Easy Street B

Does empowering teachers impact student achievement?
> Richard M. Ingersoll, University of Pennsylvania

This presentation summarizes the results of a recent study, using large-scale data, of how much decision-making power teachers have in schools and whether it makes any difference for student achievement.

Evolution of teacher leadership: One district's story
> Brian Cinnamon, Kingsport City Schools
> Virginia P. Foley, East Tennessee State University

This paper and presentation will tell the story of Kingsport City Schools' development and use of teacher leaders. The evolution of this approach has been needs based and data informed.

Working together as teacher educators: Collaborations in a clinical partnership
> Holly Dolan, Clark University
> Jennifer Conlon, Worcester Public Schools

We will share models of collaboration situated within a university/public school partnership that bring together several constituent groups to jointly explore effective instructional practice that leads to enhanced student learning

31. Special education
Paper/presentation — Moon River A

Supporting secondary special education teachers: Assessment of four year outcomes
Kate Esposito, California State University, Dominguez Hills
This session discusses an innovative federally funded special education teacher preparation program, provides an analysis of candidates' perceptions of their preparation, and concludes with personal reflections regarding the program outcomes.

Developing special education teachers in rural communities
Gillian Benedetti, Plymouth State University
This presentation will discuss the challenges and opportunities of individuals living in rural communities who are interested in becoming special education teachers.

32. Student motivation
Paper/presentation — Moon River B

Student motivation and amotivation: Exploring teacher and student perceptions
Anna Schwan, Northern State University
Effectively addressing secondary students' amotivation starts with an understanding of their perceptions regarding motivation and their beliefs about what may be causing amotivation. Are teachers asking and listening?

A review and discussion of Mihaly Csikszentmihalyi's _Flow:_
Professional Implications of Optimal Experience
Edward J. Caropreso, University of North Carolina Wilmington
A review of Csikszentmihalyi's 1990 book _Flow: Professional Implications of Optimal Experience_ will address the principle elements underlying the Flow construct, followed by a brief literature review about Flow experiences in educational settings.

Engage me: I'm waiting!
Lakisha Gates Rice, North Carolina Central University
This presentation provides an array of tools and strategies that engage and motivate students. The session demonstrates how to navigate student ownership of learning and how to create a rich and purposeful learning environment.

Dinner
On your own

Conference Reception
Complimentary beer and wine
7:30 — 9:00
Ballroom

Featured Presentation
The Public Square
8:00 — 9:15
Ballroom

**What gets lost, and what is gained,
when teachers accommodate the needs
and preferences of GenZ students?**

Betsy Burrows, Brevard College
Roger Munger, Boise State University
Yolanda Dunston, North Carolina Central University
Geralyn Stephens, Wayne State University

Followed by open discussion

Moderated by Steven P. Jones
Missouri State University
Executive Director, Academy for Educational Studies

Light breakfast buffet
Ballroom, Foyer
7:45—9:30

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Eighth Concurrent Session
8:15 – 9:15

33. Fostering positive change in schools
Paper/presentation — Easy Street A

Fostering the innovative teacher: How schools can promote creativity and encourage divergence in classroom practices
> Brian A. Stone, Northern Arizona University
> Rachael Pearson, Monte Vista Elementary School, Kyrene School District

Many teachers are stifled by school programs and policies demanding conformity. However, the best teachers are creative. This presentation demonstrates how schools can identify and support innovative teachers.

R-E-S-P-E-C-T: College students' perception of respect in university and K-12 classrooms
> Donna Metlicka, University of St. Francis

Are you respectful towards your students? Are they respectful towards you? Are you even speaking the same language? Examine the surprising range of meanings that college students associate with the term respect.

34. Ideas for science educators
Paper/presentation — Easy Street B

Expanding our views of education to address sustainable development, empowerment, and social transformation
> William C. Kyle, Jr., University of Missouri – St. Louis

We must transform schooling to ensure education leads to sustainable development. This presentation discusses three ideas that need to shape educational goals if we are to have an ecologically literate, thoughtful, and empathetic citizenry.

35. Bilingual teachers / ELL students
Paper/presentation — Moon River A

Improving the content area instructional practices of bilingual teachers
> Roxane Cuellar Allsup, Texas State University

This session highlights information about a professional development program which was implemented by university faculty to improve content area instructional practices of elementary bilingual teachers.

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The benefits of undergraduate research in teacher education: A digital spreadsheet
> Carolyn Marciniec, Roanoke College

This session will demonstrate the benefits of using an assessment spreadsheet protocol to track the English and content knowledge outcomes of an ELL with unique language and cultural differences

36. Applying *The 7 Habits of Highly Effective People* to teaching
Panel discussion — Moon River B

Using the *7 Habits* as future teachers
> Lindsay M. Sturkie, Francis Marion University
> Rebecca Alexander, Francis Marion University
> Rian Avin, Francis Marion University
> Beaty Garrison, Francis Marion University
> Melayna Neupert, Francis Marion University
> Monica Scott, Francis Marion University
> Joel Taylor, Francis Marion University

The presenters will share their insights and offer suggestions for other programs and teachers on how *The 7 Habits of Highly Effective People* can be used as a guide for being a highly effective educator.

Academy Conversation

9:25 — 10:45
Ballroom

Is "teacher leadership" a pie-in-the sky ideal, or is it something that can and should be realized?

Lisa Hall-Hyman, Southern Wesleyan University
Betsy DeMulder, George Mason University
Brian Cinnamon, Kingsport City Schools
Jennifer Putnam, Gardner-Webb University

Followed by open discussion

Moderated by Steven P. Jones
Missouri State University
Executive Director, Academy for Educational Studies

Ninth Concurrent Session
11:00 – 12:15

37. Multicultural education
Paper/presentation — Moon River A

Elements of cultural proficiency: Adopting a critical multicultural instructional approach
> Franklin Thompson, University of Nebraska at Omaha

This session is for those who teach multicultural education or race relations courses and are looking for strategies and techniques that encourage critical thinking and lifelong learning.

"Diversity placements": Supporting the development of socially just teachers or reinforcing negative stereotypes?
> Chloe S. Bolyard, Missouri State University
> A. Minor Baker, Missouri State University

A mixed-methods case study examining the impact of preservice teachers' field placement in diverse schools on personal and professional beliefs about working with culturally and linguistically diverse students.

Conceptualizing culture
> Kelly Gomez Johnson, University of Nebraska at Omaha
> Anne Karabon, University of Nebraska at Omaha

This presentation will focus on pre-service teachers' perceptions of culture when confronting biases and deficit perspectives during early-program teacher preparation experiences and coursework around multiple social and cultural contexts.

38. A deeper perspective on today's educational issues
Paper/presentation — Moon River B

A most powerful book: Merle Curti's *The Social Ideas of American Educators*
> Sam F. Stack Jr., West Virginia University

This paper addresses the impact of Merle Curti's *The Social Ideas of American Educators* and its impact on one scholar's approach to coupling intellectual history and education biography.

Teaching how fascism works in the age of Trump
> Brian W. Dotts, University of Georgia
> Jamie C. Atkinson, Missouri State University

With the emergence of fascist inclinations in American politics since the rise of Donald Trump, we discuss using Jason Stanley's book, *How Fascism Works*, in multicultural teacher education courses.

Implementing Holocaust education in elementary schools: Guiding post-millennial preservice teachers
> Ilene Allgood, Florida Atlantic University

This presentation offers teaching strategies that inspire critical inquiry and teach emotionally-charged content. Resources and methodology for post-millennial preservice teachers to incorporate Holocaust education provided.

39. Teacher leadership in preservice teacher preparation programs
Paper/presentation — Easy Street A

Preparing pre-service teachers for leadership in their chosen vocation
> Teresa M. Reynolds, St. Andrews University

Teacher leadership begins in the educational preparation program. This presentation provides a model for engaging pre-service teacher candidates in leadership activities within their school during student teaching.

Setting a solid foundation for teacher leadership: Establishing integrated leadership in teacher preparation programs
> Lora Lee Smith Canter, East Carolina University

Effective teacher leadership begins with preservice teachers. This session will introduce participants to a comprehensive and purposeful leadership program that focuses on developing individual leadership skills of preservice teachers.

A field experience context: Preservice teacher perceptions of leadership, cultural responsiveness of the school, and propensity to teach at the school
> Delois L. Maxwell

The contextual experience of 86 pre-service teachers who completed a one-year field experience was examined. Respondents were asked about school leader behavior, cultural responsiveness of the school, and willingness to teach at the school.

40. Uncovering great teachers
Paper/presentation — Easy Street B

21st century challenges with the perspective of one of the greatest teachers of all times
> Buffie Schmidt, August University

Are the challenges educators face today new? Are current learning goals revolutionary or time tested? How do wise educators respond to bad days? Attendees will evaluate His teaching record.

A powerful book: *Teach Like Your Hair's On Fire*: But how do we light the flame to make teachers passionate again?
> Heather Huling, Georgia Southern University

The book *Teach Like Your Hair's On Fire* will be used to explore dynamic teaching methods and how teachers stay equally passionate as they teach using Esquith's methods through an interactive presentation.

"Cutting down jungles". . . "Irrigating deserts": Towards the renewal of the purpose of education in a classic, contemporary and cultural perspective
> David A. Escobar Arcay, Nova Southeastern University

Visiting the past is crucial to understanding the present and imagining the future. A window into the claims of C.S. Lewis' classic *The Abolition of Man* offers potential illuminating insights.

41. Communicating with Gen Z students
Panel discussion — Ballroom

Can you hear me now?: Communicating with Gen Z students in the digital age
>Geralyn E. Stephens, Wayne State University
>Chavon Jameel, Wayne State University

Generation Z are digital natives. They expect to engage with faculty using CMC technology. This presentation provides participants with hands-on experiences using Facebook, Skype and Google Hangouts as communication tools.

Lunch
12:15—1:35

On your own

Tenth Concurrent Session
1:35 – 2:35

42. Remembering the impact teachers have on students
Paper/presentation — Ballroom

***I still remember . . .* Using the narratives of former students to explore teacher impact**
>Julie Hasson, Florida Southern College

The purpose of this study is to explore teacher impact through the narratives of former students. The stories provide insight into the lasting influence of a teacher on students' lives.

A journey in three acts
>Stacy S. Stetzel, Manchester University
>Heather A. Schilling, Manchester University
>Heidi E. Wieland, Manchester University

A Journey in Three Acts reflectively analyzed meaningful, impactful, and preferred instructional methods of first-year undergraduate students. Qualitative impressions and preferences informed a reimagining of course content and field experience.

43. Stages of teacher development
Panel discussion — Easy Street A

The role of teacher development and motivation in supporting teacher leadership
>Bryan S. Zugelder, East Carolina University
>Mark L'Esperance, East Carolina University

This interactive session will highlight how a graduate program considered stages of teacher development and motivation to enhance its program quality and support future teacher leaders.

44. The use of stories in teaching and learning
Paper/presentation — Easy Street B

Using parables and storytelling to aid learning and retention
>John Long, William Woods University

From ancient times until today, educators have used stories to assist learners in retaining important information. Revisit this ancient technique and learn how it can still be applied today.

Building up and breaking down: Family immigration story project
>Rebecca Pruitt, Lewis University

A qualitative analysis of 68 Family Immigration Story projects revealed the assignment's potential for interrupting the dehumanizing educational experiences of students while breaking down biases of their White peers.

45. Taking care to understand ourselves and our biases
Paper/presentation — Moon River B

Deconstructing generous reading
>Lucy K. Spence, University of South Carolina

In this paper, the affordances and constraints of generous reading are traced through its development, and an empirical study, which resulted in a discourse analysis revealing raciolinguistic ideology.

Using a psychiatrist's path from concentration camp to existentialism for understanding and addressing experiences of teachers and students of today
>Paulette Harris, Augusta University
>Cindy Bentle Stocum, Augusta University
>Tevin Middleton, Augusta University

Millennials/post-millennials are entering school systems in increasing numbers and will replace previous generational identities. Psychiatrist Viktor Frankl's experiences in concentration camps will be explored to increase self-awareness of educators.

46. Racism in education
Panel discussion — Moon River A

Race, racism, and racists in education: Practices for change
>Eric C. Sheffield, Western Illinois University
>Kimberly R. James, East Baton Rouge School Parish
>Runell J. King, New Beginnings Schools Foundation
>Jovan T. Thomas, Independent Scholar

This session will explore the recent Academy for Educational Studies book, *Making Sense of Race in Education: Practices for Change in Difficult Times.* Authors will share chapters that bridge the theory-practice divide to enact more just and human educational environments.

Eleventh Concurrent Session
2:45 – 4:20

47. Most powerful books: Melville, Wolf, and O'Leary
Paper/presentation — Moon River A

Captain Ahab as a unique model for the relentless educator
> Daniel Barth, University of Arkansas

Often damned as a fanatic, Melville's Captain Ahab serves as a cogent model of the relentless educator who refused to five up on challenging special needs and oppositional students.

Journey toward oneself
> Robert C. Kleinsasser, Arizona State University (Tempe)

Christa Wolf's *The Quest for Christa T*—a powerful book to consider how Gen Z, Gen I, and post millennials seek coming to oneself and become an educated person.

A call to Action: *On Fire* by John O'Leary
> Jacquelynn Pleis, Charleston Southern University

Precious is a book that speaks on a personal and professional level, as as *On Fire* by John O'Leary. From disaster to opportunity, our personal perspective makes all the difference.

48. Using digital technologies: Digging deeper
Paper/presentation — Moon River B

Digital storytelling and multiple literacies
> Taralynn Hartsell, Valdosta State University

Creators can express themselves through digital storytelling. The presentation examines the design, development, and application of digital storytelling for teaching, learning of skills, and enhancing creative expression.

Scholarly alternatives to academic writing
> Christopher Strople, University of Maine at Farmington

This presentation explores the possibility of different educational ends by providing evidence of scholarly alternatives to academic writing. Gen Z students can leverage the abundance of media and technology available to them.

Not *either/or* but *both*: The double-edged potential of print and digital literacies
> Eric S. Mohr, Utah State University
> Kathleen A. J. Mohr, Utah State University

It is time for educators to re-envision what constitutes an "educated person" in the 21st century by negotiating an effective interrelationship between print and digital literacies.

Time for a paradigm change: Paivio's dual coding theory as a frame of reference for learning (and teaching) in the 21st century
> Edward J. Caropreso, University of North Carolina Wilmington

A review of the literature on the development of Paivio's dual-coding theory will be presented and discussed. In addition, educational applications of dual-coding theory in contemporary personal and professional experiences will be discussed.

49. Teacher burnout, teacher shortages, and the struggle to attract and retain teachers
Paper/presentation — Ballroom

Job satisfaction and burnout as conditions for teacher retention and leadership
> Christopher Benedetti, Plymouth State University

This presentation will share study findings that indicate significant predictive relationships between job satisfaction and burnout in teachers to understand conditions for teacher retention and leadership in schools.

Critical shortage areas in education: What does that really mean?
> Rachel Star, Indiana University Southeast
> Carol Bartlett, Indiana University Southeast

This presentation includes information on critical shortage areas in education as well as initiatives Indiana University Southeast, School of Education has embarked upon to address this need within Indiana and surrounding areas.

More than money: A structured scholarship program to develop future mathematics teacher leaders
> Kelly Gomez Johnson, University of Nebraska at Omaha
> Paula Jakopovic, University of Nebraska at Omaha

This presentation will focus on how one university's NOYCE scholarship program develops promising future mathematics teachers through structured leadership training, teaching assistantships, and outreach planning and implementation.

Development and education: Partnering on teacher retention through philanthropy
> Cindy Van Buren, University of South Carolina
> Erin T. Eigenbrot, University of South Carolina

Hear the story of collaborative efforts between an Assistant Dean and the Director of Development in privately funding an innovative program to assist with induction and retention of new teachers.

50. Problems with charter schools / Betsy DeVos
Paper/presentation — Easy Street A

The impact of closed charter schools on students, parents, and communities
> Rosa D. Borgen, Barry University

The closing of charter schools can be a traumatic event for students, parents, and entire communities. What are the academic, emotional, and psychological effects of such closings? Be part of this timely and important topic.

Modern-day school segregation and charter schools: An analysis of research
> Carrie Buckner, University of Tennessee

This research review attempts to explore the connection between segregation in the American public school system and charter schools, with specific attention to the effects on elementary education and children.

School choice and political discourse: An analysis of the Betsy DeVos nomination hearing
> David Appleton, University of Tennessee, Knoxville

Using the Betsy DeVos nomination hearing, this study investigates the way(s) in which Democratic and Republican senators utilize discourse and language about school to form arguments about public education.

51. EdTPA and the authority of accreditation
Paper/presentation — Easy Street B

**Mentor teachers' perceptions of student teachers' performance
pre- and post-edTPA becoming a requirement for teacher licensure**
> Mitra Fallahi, Cardinal Stritch University

Perceptions of mentor teachers about student teachers' performance were gathered before and after the edTPA became consequential. The strongest participant response was that student teachers experienced severe stress while preparing edTPA portfolios.

The fabricated authority of accreditation and its effects on academic freedom
> Brett J. Holt, University of Vermont

This presentation will identify the historical context of public institutions' association with educational accrediting bodies and a philosophical discourse that illustrates accreditation's invasive behavior on the foundation of academic freedom.

Twelfth Concurrent Session
4:30 – 5:45

52. Eroding white supremacy
Panel discussion — Moon River A

**Toward a civil society: Eroding the blocks upon which white supremacy stands
and promoting an inclusive and humanistic white identity**
> Rose Borunda, California State University Sacramento
> Jessica Moreno, California State University Sacramento
> Angela Leslie, California State University Sacramento

The Master Narrative has prompted perceptive inequities in our classrooms and our society. Educators, left to grapple with the subsequent discord, are offered concrete alternative strategies and evidence of positive outcomes.

53. Navigating the bumpy road to effect change
Paper/presentation — Moon River B

We stand for equity, access and success: Reality or myth?
Dilemmas of actualizing change in a college of education
> Marjorie Madden, Rowan University
> Valarie G. Lee, Rowan University

This presentation documents the tensions and challenges that administration and faculty negotiate when interpreting and enacting a new vision for their college around social justice and equity.

Course alignment through a collaborative process
> Susan Boxler, William Penn University
> Cathy Williamson, William Penn University
> Dana Oswald, William Penn University

Education professors share their approach to aligning courses that are presented in different modes of delivery. Professor collaboration and efficiency has occurred with shared strategies and resources.

54. Alternative approaches to clinical experiences
for teacher education students
Paper/presentation — Easy Street A

**Christ the Servant Teaching Corps: Transformative clinical experiences
for teacher candidates and K-5 students**
> Betty M. Marko, Walsh University
> Jeannie DeFazio, Walsh University

Walsh University and Our Lady of Peace School have developed a collaborative partnership designed to provide tiered co-teaching with a two-fold purpose: to provide a residency experience for our students and a differentiated instructional delivery model for K-5 students.

Cutting edge or cutting ego?: Training teachers in the virtual learning environment
> Barbara Martin, Southern Illinois University

This qualitative study examined how elementary education candidates used a cutting edge technology called the virtual learning environment (VLE) to receive real-time feedback and mentoring without adversely affecting (cutting) their egos.

**Reading with the community: Reimaging pre-service literacy experiences
in third space**
> Kari Dahle-Huff, Montana State University
> Hannah Drinkwalter, Montana State University

This paper presents research concerning pre-service teachers leading literacy activities in a community-based summer slide program. The literacy activities were with children in Section 8 housing while being mentored by faculty.

55. Trump and tweeting / Culture and books
Paper/presentation — Easy Street B

Trump, truth, and tweeting: The epistemological impact of new media
> Eric C. Sheffield, Western Illinois University

This presentation utilizes Neil Postman's analysis of media (media is the metaphor) to examine the epistemological impact of twitter.

Books, culture, and Gen Z students
> Steven P. Jones, Missouri State University

"Why should I want to read a book?" said the Gen Z student. This presentation examines why so many students ask this question and what teachers can do about it.

Dinner
On your own

Informal gathering
Hotel Bar
8:30

Wednesday, March 6th

Doughnuts and Coffee

Ballroom, Foyer

8:00

Thirteenth Concurrent Session
8:30 – 9:45

56. Coming to understand Gen Z
Paper/presentation — Moon River B

Generation Z: The more things change, the more they stay the same
> Anna F. Lyon, Wright State University

While Generation Z teacher candidates live in a technological world, they learned to read in traditional ways. This presentation explores how Generation Z teachers approach the teaching of literacy.

Can you label a generation that has shunned labels?
> Kimberly Murie, John Brown University

Gen Z is a label used to help understand a generation. Part of being Gen Z is shunning labels, so can you use a label to define a group that doesn't believe in labels?

The importance of engaging millennials in the university classroom and Gen Zs in the K-12 classroom: Strategies of communication and engagement at both levels
> Kathleen Fabrikant, Georgia Southern University
> Cindy S. York, Northern Illinois University

This will be an interactive dialogue between the attendees and the presenters throughout the presentation to gather other ideas and methods pertinent to the presentation topic.

57. Social-emotional learning:
Teaching practices and relationship building
Paper/presentation — Easy Street B

Behavioral and social emotional supports to increase student success in a diverse school: Guidelines for successful implementation of school-wide support
> Kelli Dougan, Fayetteville Public Schools (AR)
> Lesley Merritt, Fayetteville Public Schools
> Kristina Hudson, Fayetteville Public Schools

This presentation describes the lessons learned from implementing support for students struggling in the area of behavior and social emotional development in a diverse 7th and 8th grade school.

Micro-dosing social-emotional learning: How do we prepare teacher leaders to address students' feelings?
> Todd Finley, East Carolina University

Preservice and in-service teacher leaders might resist social-emotional learning, but not if you insert short SEL exercises into every activity. Learn inspiring activities to change minds and hearts.

The roadmap to high quality teacher-student relationships
> Ashley E. Poklar, Cleveland State University

Research indicates relationships matter in classrooms, but is genuine relationship building teachable? This presentation highlights specific traits teachers adept at relating with students share and explores implications for teacher training.

58. Critiquing the global educational reform movement
Panel discussion — Ballroom

Challenging the foundations of education
> Alan Canestrari, Roger Williams University
> Bruce Marlowe, University of South Carolina Beaufort
> Annie Winfield, Roger Williams University

This session offers a model of critique in order to question the power and authority of those who have set the trajectory of the current global educational reform movement.

59. Understanding people and changing schools:
Some things to think about
Paper/presentation — Easy Street A

Examining generational theory through the lens of self-determination theory, and the lens of Maslow's hierarchy of needs
> Angela Ford, George Washington University

Examining generational theory through a lens of motivational theory to identify changes over time may benefit those trying to create optimal motivational atmospheres to increase learning.

The distinction between restructuring and reculturing and its missing conversation party: Incorporating the concerns of Gen Z learners in educational change efforts
> David A. Escobar Arcay, Nova Southeastern University

The educational change literature has documented restructuring and reculturing efforts. However, students are often the missing party. This paper suggests ways to incorporate students' experiences and concerns in these efforts.

60. The self-expectations and self-efficacy
of teachers and teacher candidates
Paper/presentation — Moon River A

Expectations of entry level teacher by building administrators versus teachers' self-expectations
> Ann H. Burns, Eastern Kentucky University

Evaluation and communication in a multigenerational school setting. Differences in expectations and perceptions of professionalism and teacher expectations.

Narrative research in secondary teacher education:
Examining the self-efficacy of content area teacher candidates
to inform teacher educators
    Tiffany Karalis Noel, University of Virginia
This study used narrative inquiry to examine the factors attributed to the self-efficacy of ten teacher candidates as they moved through their 16-week student teaching experiences.

General self-efficacy and teacher sense of efficacy of Generation Z teacher
candidates: A sequential explanatory mixed methods study
    Rochelle Cortino, Texas A&M University Corpus Christi
This mixed methods study determines and describes the general self-efficacy and teacher sense of efficacy of Generation Z teacher candidates and how they view their role in education as first-time teachers representing the most unique and diverse generation to date.

Fourteenth Concurrent Session
9:55 – 11:10

61. Helping students grapple with the hard truths
of America's educational history
Paper/presentation — Easy Street A

"What are those buildings?": (Re)considering our role as teacher educators
in light of a sight-seeing trip and archival study
    Maja Wilson, University of Maine, Farmington
    Christopher Strople, University of Maine, Farmington
How do teacher educators and their students grapple with the hard truths about education's history? What if those truths challenge the institution's pursuit of accreditation? Two teacher educator's share the story of their research and teaching.

The facts and lessons of history and its ethics: Re-visiting the educational
experiences of underrepresented and marginalized students
in the U.S. public school system and envisioning the nature and task of education
    David A. Escobar Arcay, Nova Southeastern University
One of the tasks of education comprehends the justice dimension. Justice demands equality. This session re-visits the de-culturalization of historically marginalized, underrepresented, and disenfranchised groups in U.S. schools as an exercise to envision the nature and task of education.

62. The skills of practices of teacher leaders
Paper/presentation — Easy Street B

Teacher leadership: If you want to go far, go together
    Barb Ramos, Simpson College
Explore teacher leadership definitions, models, and practices as well as the skills needed to participate in a teacher leadership system. Gain access to web-based materials for teacher leadership skill development.

Teacher leadership
    Jaime Coyne, Sam Houston State University
    Mae Lane, Sam Houston State University
In this presentation, we share the results of an ongoing study with graduate students and their experience in regards to leadership opportunities.

Teacher leadership preparation
    Kelly Lenarz, Trinity Christian College
This presentation will provide research and data on teacher leadership focused on both in-service and preservice teachers, and it will provide a framework of leadership opportunities for teachers in K-12 schools.

63. Special education in the age of Gen Z
Paper/presentation — Moon River A

Learning from one who knows: Temple Grandin's personal insights
into visible thinking
    Laura Rychly, Augusta University
In this presentation, the book *Thinking in Pictures: My Life With Autism* is presented as a tool for teachers to better understand what it means to engage in "visible thinking."

Include me: Creating sensory-friendly extracurricular activities
for students on the autistic spectrum
    Toni Mild, Slippery Rock University
    Vaughn Bicehouse, Slippery Rock University
This presentation will communicate how one organization created sensory-friendly plays for students on the spectrum. A step-by-step outline will be shared with participants so they can replicate this process and foster inclusion in schools and in the community.

Preparing general educators and teacher leaders
to work with special education students: What is the impact, if any,
of the different generations on teaching practices?
    Barbara Govendo, Lesley University
    Gail S. Cahill, Lesley University
Results of a national survey regarding general educators who teach students with IEPs will be presented. Suggestions for teacher preparation and teacher leadership will be reviewed from a generational perspective.

Conference Summation

11:15 — 12:00

Ballroom

We'll take a few minutes to:
—Review what we've learned during our time together
—Talk about publication opportunities with the Academy for
  Educational Studies
—Remind ourselves of the upcoming CQiE Events:
  The CQiE Symposium in Chicago (November 11-13, 2019)
  The CQiE Conference in Seattle (February 17-19, 2020)

For more information:

About the Academy: Contact Steven P. Jones, Executive Director of the Academy, at 417-836-5982, or email him at spjones@missouristate.edu
About the Journals: Contact Eric Sheffield, Co-editor of the journals, at ec-sheffield@wiu.edu

Please visit the Academy website:
https://academyforeducationalstudies.org/

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The Academy for Educational Studies
is pleased to announce the

Academy Book Series in Education

in conjunction with Myers Education Press

This new book series—targeting preservice and practicing teachers as well as instructors of teacher preparation courses (both preservice and graduate)—intends to produce select books that connect scholarship in educational foundations to important questions about schools, teaching and learning. The first two books in the series are *Why Kids Love (and Hate) School—Reflections on Practice* and *Why Kids Love (and Hate) School—Reflections on Difference.* Two more books will be published in the coming months: *Making Sense of Race in Education: Practices for Change in Difficult Times* and *A Case for Kindness: A New Look at the Teaching-Ethic.*

We are soliciting book proposals. Have anything you'd like to share?

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You might want to check out our on-line journals

Critical Questions in Education

and

Thresholds

Find theme issues on the following topics:

Uncovering Youthspaces
Critical Inquiry for the Social Good (2 volumes)
Homelessness and Education
In Defense of Foundations