



Critical Questions in Education Symposium

Presented by the
Academy for Educational Studies

2019 Conversation Theme:

Supporting public schools,
teachers and students

Ambassador Chicago Hotel
Chicago, Illinois
November 11 — 12, 2019

The Academy for Educational Studies is an independent, non-profit corporation registered in the state of Missouri. Please see our website for more information about the Academy:

<https://academyforeducationalstudies.org/>

Cover design:
Jacqueline M. Jones

This Symposium is dedicated to the memory of
Mark Riney, West Texas A&M University
2002 — 2019

Critical Questions in Education Conference

Monday, November 11th

Conference Registration

Light breakfast buffet

Salon 1

7:30—9:30

Greetings and Announcements

Salons 2 & 3

8:00

Steven P. Jones

Executive Director, Academy for Educational Studies

First Concurrent Session

8:30 – 9:30

1. Supporting teachers

Paper/presentation — Salon 2

Supporting all teachers with a state mentoring program

Anna Schwan, Northern State University

Cheryl Wold, Northern State University

Andria Moon, Northern State University

How do we support teachers? This engaging presentation will highlight the benefits of a state mentoring program as evidenced through a two-state study. Attendees will receive practical ideas for implementation.

2. Student assessment in the age of standardized testing: What to do

Paper/presentation — Salon 3

Responding to challenges: Rethinking student learning assessment

Frederick Burrack, Kansas State University

Dorothy Musselwhite Thompson, Kansas State University

Phillip Payne, Kansas State University

This session focuses on the importance of student learning assessment, describes a framework for sequential assessment across a school curriculum, and provides strategies for analyzing and using data support effectiveness.

Academy Book Series in Education

in conjunction with Myers Education Press

This 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 following books in the series are available now, with more to come:

Why Kids Love (and Hate) School—Reflections on Difference
Why Kids Love (and Hate) School—Reflections on Practice
A Case for Kindness: A New Look at the Teaching-Ethic
Making Sense of Race in Education: Practices for Change in Difficult Times

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

Please check out our on-line journals

Critical Questions in Education

and

Thresholds

Find theme issues on the following topics:

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

<https://academyforeducationalstudies.org/journals/>

Reorienting our profession: Teacher narratives as acts of resistance to education policy

Michael Young, University of Iowa

Policy mandates continue to impact the lives of teachers. This session examines teacher narratives as points of inquiry and tools for resistance to the testing discourse of US schools.

3. The anti-racist work of school principals

Paper/presentation — Salon 4

“Too dark” to dazzle: A case study on racism for principals

Alison Reeves, Southern Illinois University Edwardsville

This session presents a case based on the recent headline news of Camille Sturdivant's experience on the dance team at Blue Valley Northwest High School in Overland Park, Kansas—an exploration of racism, school leadership, and the NELP standards in an interactive format.

Whites fightin' the good fight

Mack T. Hines III, Tennessee State University

This presentation highlights White principals who perform anti-racist work in their schools. Specific emphasis is placed on how these experiences develop in majority white schools.

4. Helping underserved students navigate the education system

Panel discussion — Salon 5

Navigating the education system: Bridging unconnected and disconnected students to educational opportunities

Joanne E. Howard, Illinois Institute of Technology

Diane M. Howard, Rush University Medical Center

Leodis Scott, DePaul University

These panelists, having taught more than 3,000 students, will relay their experiences with underserved students with minimal assets, and how they can navigate the educational system.

5. Why science and STEM?: Global challenges vs. economic well-being

Paper/presentation — Salon 6

The marginalization of science in the Trump era

William C. Kyle, Jr., University of Missouri – St. Louis

President Trump is the first US president since 1941 to not name a science advisor. This imperils US policy. This presentation focuses on why we must address current and emerging global challenges and ensure that education is linked to tenets of sustainable development.

Missing factors in economics based arguments leveraging STEM education for a competitive workforce

David Devraj Kumar, Florida Atlantic University

Important factors that are missing in arguments leveraging K-12 STEM education as an infrastructure investment for a competitive workforce are addressed in this presentation with implications for policy and practice.

Second Concurrent Session

9:40 – 10:55

6. Teacher activism

Paper/presentation — Salon 2

How do we educate teacher candidates for activism and emotional resilience to stay the course and rebuild the profession?

Betsy Denton Burrows, Brevard College

This presentation shares resources and invites a dialogue about how teacher education programs can intentionally nurture a heart for activism for our future teachers and build their emotional resilience.

Teacher activism: Can it do more harm than good?

The public's response and lessons from the movement

Rachael Pearson, Monte Vista Elementary School (Kyrene School District)

Teachers are taking the initiative to become activists and participate in statewide walkouts. However, this isn't always accepted by the public. This presentation examines public responses and lessons from walkouts.

Exploring the journey of first year teachers in Oklahoma

Jessica Koch, East Central University

Mark Felts, East Central University

Following Oklahoma's teacher walk-out, new challenges and a charged political climate face teachers. This presentation examines results from a survey of first year teachers from the 2018-2019 school year.

7. Supporting public education through hospitality and authentic engagement

Paper/presentation — Salon 3

Supporting public education through hospitality and commons

Paul Wangemann, Brigham Young University

This presentation presents four concepts that help improve efforts to support and sustain positive relationships in our schools through hospitality and the creation of a commons.

Leading by convening – Authentic engagement:

A cooperative project of preservice and public school teachers

Marcy Hahn, Simpson College

Learn about the essential habits of authentic engagement—coalescing around issues, ensuring relevant participation, doing the work together—that helped preservice teachers understand the power of cooperation.

8. Losing, and reclaiming, public control of schools

Paper/presentation — Salon 4

A seat at the table: Championing school improvement in the mayoral takeover of a district

Jane Beese, Youngstown State University

The purpose of this case study was to gain an understanding of the mayor's role in the reformation of an inner-city school district under mayoral control.

Acknowledgements

Members of the Board of Directors of the Academy for Educational Studies:

Stefan Broidy, Wittenberg University

Betsy Burrows, Brevard College

Sam Hardy, University of Phoenix

David Morstad, University of North Dakota

Eric Sheffield, Western Illinois University

Karla Smart-Morstad, Concordia College

Jerry Whitworth, Texas Woman's University

Executive Director, Academy for Educational Studies

Steven P. Jones, Missouri State University

Thanks also to:

Jackie Jones, for her help, encouragement, guidance, love and support

Maya Dykema, Liz Hake, Julia Smith
and the Staff at the Ambassador Chicago Hotel

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/>

Like us on Facebook

54. Affirming, and re-affirming, the goodness of teaching

Paper/presentation — Salon 5

“Teaching [is] the Thing”: Challenging the lowly perception of the teaching profession

Angela Kraemer-Holland, DePaul University

Drawing on dissertation research, this presentation focuses on the impact of negatively framing teaching. This presentation beckons a challenge against the existing conception of teaching as a lowly profession.

These things I hold dear: Reflections on a quarter century in teacher education

Dale P. Blesz, Saint Ambrose University

A veteran teacher educator—reflecting on his career, and having dusted off some of his earlier writings—shares his experience of renewal and is reaffirmed by his driving principles.

55. Debunking two myths about urban education

Panel discussion — Salon 6

Voices from the public schools: Debunking some myths and setting the record straight

Edward Podsiadlik, University of Illinois at Chicago

Jacqueline Medina, Talman Elementary (Chicago)

Lindy Groark, University of Illinois at Chicago Teacher Candidate

Eduardo Ramirez, University of Illinois at Chicago Teacher Candidate

Aida Pavello, University of Illinois at Chicago Teacher Candidate

Marlynn Nishimura, University of Illinois at Chicago

Participants (novice and mentor teachers) initiate discourse exploring myths of urban public education with real world testimonials demonstrating the intellectual, social, and moral urgency of their work.

Conference Summation

4:55 — 5:30

Salons 2 & 3

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 upcoming CQIE Events:
 - The CQIE Conference in Seattle (February 17-19, 2020)
 - The CQIE Symposium in Cleveland (October 12—14, 2020)
 - The CQIE Conference in Charleston (February 22-24, 2021)

From “take over” to “take back”: Community collaboration as a mechanism to reclaim community schools

Eva M. Zygmunt, Ball State University

Wilsha Scaife, Ball State University

Jenni Marsh, United Way of Delaware and Henry Counties

This presentation details a historic university/school/community partnership and a collaborative approach to reclaim control of public education in Muncie, Indiana.

9. Sidebar room

Paper/presentation — Salon 5

9:40 – 10:10

“Difference” and “multiplicity” in “space” as central elements in interpreting organizational structure of school

Chandrasena L. Cabraal, Chicago State University

Drawing, mainly, from postmodern thinking and institutional thinking, this paper argues that studying the organizational structure of school is an exercise of interpreting the world of “difference” and “multiplicity” in “space” related to the multiple realities of the school’s organizational life.

10:15 – 10:45

Lessons in growth: Social justice and the school garden

Kelly L. Hatch, University of Wisconsin-Whitewater

Annie Stinson, University of Wisconsin-Whitewater

To prepare pre-service teachers to teach for social justice we use the notion of a garden both metaphorically and literally to explore lessons across the curriculum for empathy for immigrants.

10. Partnerships and collaboration between teacher education programs and P-12 leaders

Paper/presentation — Salon 6

An examination of necessary preservice and novice teachers’ skill sets by hiring administrators

Vance Austin, Manhattanville College

Micheline Malow, Manhattanville College

This survey-based research project identifies characteristics of teacher quality important to administrators. By understanding what administrators are looking for as characteristics of teacher quality, teachers and teacher preparation programs can develop those desired capabilities.

Clinical partnerships: Collaboration for a cause

Amanda Aldridge, Lindenwood University

A private Educator Preparation Program and local school districts develop and maintain innovative partnerships and programs to address critical needs, strengthening both teacher candidates’ skills and experiences and P-12 student experiences.

An investigation of current practices and future directions related to effective collaboration between P-12 leadership and teacher education programs

Amanda Darden, Coastal Carolina University

How effective is the collaboration between P-12 leadership and teacher education programs? This presentation will identify what currently exists and determine next steps to strengthen partnerships.

Third Concurrent Session 11:05 – 12:05

11. Sharing our experiences: Dialogue Paper/presentation — Salon 2

Diapaxis in the college classroom

Katina Fontes, Lesley University

This paper presents current dissertation research on the application of diapaxis, which brings together aspects of both dialogue and praxis, in a first-year seminar classroom.

Domain dissection of social dialogues involving social vs. personal matters

Yuki Hasebe, Western Illinois University

A discussion of the four domains of conduct in a person's life (moral, prudential, conventional, and personal) that enable us to discuss complex social issues. This presentation argues that we must dissect the multi-faceted aspects into social vs. personal domains.

12. Seeing public education through private, personal eyes Paper/presentation — Salon 3

Professor of public education, daughter in private school

Elvira K. Katić, Ramapo College of New Jersey

Do we need different educational ends, a new vision of an “educated person?” What is gained and lost? A personal look at these prompts through the lens of private/public school choice.

Professor of public education, grandson in my arms

Steven P. Jones, Missouri State University

Public education looks different—and troubling—when you hold your grandson and dream of his future. I want more for him than I fear public schools will provide.

13. Helping teachers reflect on their practice Panel discussion — Salon 4

Reflective practice for teachers in a data driven age

Kathleen McLaughlin, Endicott College

Elizabeth Cain, Endicott College

Lynne Stasiak, Endicott College

To improve socially just practice, Living Theory proposes that a teacher self-reflect, especially on his or her own *personal* growth—and especially on the “how and why” of learning, not only the “what” from test scores.

14. Civility in the teacher education workplace Paper/presentation — Salon 5

Mobbability: Is your faculty vulnerable to incivility?

Naomi Jeffery Petersen, Central Washington University

Been the target of microaggressions, ostracism, or whisper campaigns? Felt helpless observing bullies undermine colleagues? Come discuss mobbing and what you can do to strengthen the civility of your workplace.

51. Philosophical inquiry in classrooms Panel discussion — Salon 6

Philosophical inquiry, epistemological humility, and fostering civic wonder in dangerous times

Jessica Heybach, Aurora University

Austin Pickup, Aurora University

This panel will discuss the practice of ethical case-studies and philosophical inquiry in the classroom to foster a sense of civic wonder and epistemological humility within both students and teachers to confront today's political malaise.

Twelfth Concurrent Session 3:35 – 4:50

52. edTPA: Implications for teacher education programs and candidates Paper/panel — Salon 3

Towards an understanding of effective teaching in the age of edTPA

Emily R. Smith, Fairfield University

Ryan Colwell, Fairfield University

After sharing analysis of our teacher candidates' performance on the edTPA versus program-based assessments of teaching, we will discuss implications of edTPA for the preparation and evaluation of teacher candidates.

Outsourcing pre-service teacher assessment: Teachers reflect on edTPA

Rebecca Pruitt, Lewis University

Kaylan Jones-Brown, Lewis University

Kimberly Voltaire, Lewis University

Drawing on issues raised by Souto-Manning's article, “*Good Teaching*” and “*Good Teachers*” for *Whom?* (2019), five practicing teachers of color reflect on their experiences in completing the edTPA as a high-stakes assessment for licensure in their state, alongside their teacher preparation advisor and program director.

53. “Complicated conversations” about getting education right Paper/presentation — Salon 4

From teaching to REACCing: Laying a foundation for culturally responsive teaching through authentic family and community engagement

Wilsha Scaife, Ball State University

Eva M. Zygmunt, Ball State University

By privileging the stories and experiences of family and community experts, educators can lay a foundation for culturally responsive learning environments and curricula that meet the specific needs of the children served.

Faculty-graduate student experiences with “complicated conversation” in educator preparation

Austin Pickup, Aurora University

Brianne Jonathan, Aurora University

This paper explores the concept of “complicated conversation” in the context of educator preparation. Faculty and graduate student experiences are presented to discuss implications of such an approach.

Eleventh Concurrent Session

2:25 – 3:25

47. Why ethnographic research is so important, and what we can learn by using it

Paper/presentation — Salon 2

Finding a home for ethnographers in schools

Greg Seals, College of Staten Island

Brenda Seals, The College of New Jersey

School ethnographers can play important roles as bridges between academics (social science and social foundations), schools and communities. Moral dilemmas must be addressed to maximize effectiveness and provide role clarity.

48. Tending the needs of students: Beyond academic basics

Paper/presentation — Salon 3

Breakfast and a hug: Providing for the whole child in our public schools

Howard Miller, Mercy College (Dobbs Ferry, NY)

Jordan Jay, Lincoln University

The presentation will focus on school-based programs that go beyond the academic basics to provide comprehensive services to meet the needs of all students.

Education beyond the classroom: Attending to diverse student needs through intentionality

Diana Gallardo, Penn State University

Kirsis A. Dipre, Syracuse University

Educators aim to uphold teaching standards while integrating flexibility to our practice. Participants will be exposed to research supported strategies for facilitating their intentionality in addressing diverse needs of students.

49. Schools, communities, and community service

Paper/presentation — Salon 4

Community-based experience: What did pre-service teachers say?

Tingting Xu, Stephen F. Austin State University

This session explores pre-service teachers' community-based service learning experiences in a poverty rural community setting and examines their attitudes, relationships with young children, and instructional challenges.

50. The benefit of teacher leaders in schools

Panel discussion — Salon 5

Teachers helping teachers: The benefits of teacher leaders in schools

Marcia Peck, Georgia College & State University

Barbara Roquemore, Georgia College & State University

This presentation discusses the benefits of having teacher leaders in schools—not just for teachers, but for administrators, too. We will share data from teacher leadership candidates and their school supervisors during the presentation.

Fourth Concurrent Session

12:15 – 1:20

15. Education and advocacy

Paper/presentation — Salon 2

Teaching for social justice advocacy in a virtual cultural foundations classroom in the academy: Lessons from one professor's experience

Shirley Marie McCarther, University of Missouri-Kansas City

Online graduate cultural foundations students were asked to share reflections about their theoretical understanding and personal learning experiences about social justice advocacy at the end of the course.

Preparing early childhood teacher candidates for advocacy roles

Heidi Hollingsworth, Elon University

Mary Knight-McKenna, Elon University

Portia Wade, Elon University

This presentation provides a brief overview of our course, *Early Childhood Policy and Advocacy* and will engage participants in discussion about activities and assignments to prepare emerging professionals for advocacy.

16. Mathematics and STEM

Paper/presentation — Salon 3

Road to American STEM education reform: Review of selected NSSME results

David Devraj Kumar, Florida Atlantic University

A view of the road to American STEM education reform from selected National Survey of Science and Mathematics Education (Banilower et al., 2018) results is presented with implications for policy.

Mathematics literacy: USA vs. Sweden

Ethan Cain, University of Dubuque

The United States scored below average and behind Sweden in the most recent PISA results in mathematics literacy. This research aims to provide insight on why, focusing on teaching strategies.

17. College success

Paper/presentation — Salon 4

The effect of high school diversity on students' college success: Evidence from China

Galit Eizman, Harvard University

Elena Ma, Beijing City International School

What is the effect of high school diversity on students' future success? We present evidence that increasing diversity has significant positive influence on quality of colleges students attended after graduation.

18. Helping schools help students return to school

Panel discussion — Salon 5

The long road home: How to support public schools when students return to school after long term mental health care or juvenile justice incarceration

Tanya Martin, Nebraska Wesleyan University

Carla Andressen, Education Resource Personnel Administrator

This panel discussion offers perspectives on how to help students successfully transition back into a public school setting following long-term mental health treatment or juvenile justice incarceration. Pre-planning, communication, and strategies will be discussed in this interactive panel presentation.

19. One myth worth destroying: Teachers have it easy

Panel discussion — Salon 6

Teachers have it easy?!! Refuting this and other myths about public education

Edward Podsiadlik, University of Illinois at Chicago

Kenyada Burks, McClellan Elementary School (Chicago)

Laura Gillihan, McClellan Elementary School (Chicago)

Cristian Gallegos, University of Illinois at Chicago Teacher Candidate

Gerardo Rodriguez, Darwin Elementary (Chicago)

Michelle Ludwig, Christopher Elementary (Chicago)

Melissa Smith, Hampton Elementary (Chicago)

This panel-led discussion will identify and describe personal and professional challenges and aspirations inherent to public school teaching. Participants (student-teacher, novice teacher, veteran teacher, teacher educator) welcome questions, reactions, and further discussion.

Fifth Concurrent Session

1:30 – 2:45

20. Education reform: Media talk, privatization, and the defense of public schools

Paper/presentation — Salon 2

Public discourse around education reform:

News media as a site of discursive narrowing

Ronald Chennault, DePaul University

This paper focuses on what gets labeled “education reform” in elite public discourse and the particular role that the news media have played in narrowing the discourse in recent years.

Citizens or cash crops: What are for-profit schools growing?

Steve Broidy, Wittenberg University

American educators have usually believed that public schools are uniquely situated to develop citizens of a democracy. If that belief is accurate, and if that public purpose for public schools is one we value, then we must oppose the takeover of public schools by for-profit organizations.

In defense of public schools: A toolkit from the Midwest

Ferial Pearson, University of Nebraska at Omaha

Ann Hunter-Pirtle, Stand for Schools

Nebraska is one of three states with no existing school privatization policies. Join a education professor and a public school advocate for recommendations to help other educators keep their public schools strong.

45. Confronting dominant narratives and our own self-understandings

Paper/presentation — Salon 4

Teacher educators and pre-K-12 teachers need to learn about our own white privilege and take responsibility for it in order to help build a more racially just world: One teacher educator's journey

Elizabeth Meadows, Roosevelt University

A teacher educator augments teacher preparation, anti-racism research and practice by sharing her journey to learn about and take responsibility for her white privilege.

Why do counternarratives matter today more than ever?

Disrupting the dominant/master narrative

Sandra L. Guzman Foster, University of the Incarnate Word

In a time where our nation is divided, using counternarratives to counter the dominant narrative is critical to empower our students who come from marginalized groups to succeed.

Raising white kids: Anti-racist parenting

Kerry Kretchmar, Carroll University

This presentation examines the tenets of anti-racist parenting. This session suggests strategies, tools, and a framework for being an anti-biased parent in your interactions with your own children and with local school communities.

46. Sidebar room

Paper/presentation — Salon 4

1:00 — 1:20

Paraprofessional to classroom teacher:

Partnership between university and school district

Ronda J. Mitchell, University of Illinois at Springfield

Paraprofessionals, supported with university tuition waivers and district stipend and release time, agree to teach in a district for a minimum of two years upon licensure.

1:25 — 1:45

Culturally sustaining books: What do the teachers learn?

Laura Szech, University of North Carolina Wilmington

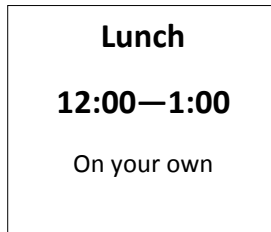
This presentation considers what a white teacher learned about herself and her students when she engaged with books that were intended as reflective “mirrors” for her students.

1:50 — 2:10

Teaching ELL in rural elementary school: Identifying best practices of teachers

Nelofar Khamisani, Kansas State University

This presentation highlights the efforts of teachers who teach ELL and non-ELL students in a mainstream classroom and provides evidence for showing the need to provide greater support for such classrooms and teachers.



Tenth Concurrent Session 1:00 – 2:15

44. Teacher development Paper/presentation — Salon 3

TNTP's *The Mirage*: Confronting the hard truth about our quest for teacher development

Gabriela Gui, Grand Valley State University, Michigan

The existing teacher development approaches do not work at scale. This presentation discusses challenges and opportunities to revolutionize how we prepare, certify, train, and support teachers for their complex job.

Instructional coaching: Unleashing the hidden SuperPower

Lisa Hall-Hyman, Southern Wesleyan University

Kimberly T. Strike, Education consultant, Wisconsin Department of Public Instruction

This interactive session will explore the power of effective instructional coaching and discuss "Super Support Strategies" that work when building teacher leader capacity.

The virtue of school culture: Advancing your mission and vision for a happy and engaged staff

Brian Coppess, Western Colorado University

Understanding our own values and beliefs precedes being able to provide vibrant leadership for others. Muhammad's (2009) four classifications of teachers will be discussed—a way for teacher leaders to fully believe in the purpose, mission, and vision of their school.

21. Supporting students and teachers of color

Paper/presentation — Salon 3

Supporting inclusive democratic teaching and teachers of color in the classroom: Finding alternative pathways

Susan McDonough, Dominican University

Jacquelyn Benchik-Osborne, Dominican University

How can we support inclusive, democratic teaching practices and successful employment for more teachers of color in the classroom? This presentation shares what one small liberal arts university is doing via alternative licensure.

22. Developing a professional identity

Panel discussion — Salon 4

Why are we here?: Developing a professional identity through self-care and civil engagement

Heather Caswell, Emporia State University

Melissa Reed, Emporia State University

Roger Caswell, Emporia State University

This presentation will focus on teacher retention by addressing three foundational pillars. A balance of mindfulness, civil engagement, and self-care allows a teacher to develop a strong professional identity.

23. Student assessment

Paper/presentation — Salon 5

Changing high school grading practices to align with current theory: Why it is so difficult and why it is so necessary

Sheila Coussens-Martin, Pekin Community High School

This presentation explores challenges educators face when changing grading practices to align with current theory, as well as improvements in student learning and equity that can result from these changes.

Tracking standards-based grading: Understanding high school students' academic transition to the university

Tom Buckmiller, Drake University

This study helps to answer a common parent concern regarding progressive assessment methods in high school: Does standards-based grading (SBG) hurt my child in their transition to the university?

Preparing teacher candidates to modify teaching based on three types of assessment

Shelley Hong Xu, California State University, Long Beach

This presentation shares a study on how 41 teacher candidates enrolled in a reading methods course modified their teaching based on three types of classroom-based assessment: informal, formal, and student self-assessment.

24. Elementary and early education: Math, social studies, and science

Paper/presentation — Salon 6

Pre-service elementary teachers' perceptions of and attitudes towards social studies

Rina Bousalis, Florida Atlantic University

An examination of the perceptions and attitudes of elementary pre-service teachers who will be (or should be) teaching social studies in their future classrooms.

Experiences in science methods courses and science teaching efficacy

Sheryl McGlamery, University of Nebraska at Omaha

Saundra Shillingstad, University of Nebraska at Omaha

The presentation describes two years of findings with a unique field experience (teaching science inquiry activities to diverse elementary students in urban schools) for preservice elementary education majors.

Sixth Concurrent Session

2:55 – 4:10

25. Roles and responsibilities of mentor teachers

Panel discussion — Salon 2

The roles and responsibilities of mentor teachers: Supervisor or trusted supporter?

Elizabeth Ann Cutrer-Párraga, Brigham Young University

Barbara Smith, Brigham Young University

We will present various roles Mentor Teachers (MTs) enact when working with preservice teachers (PSTs). We will discuss how MTs' perceived roles impact PSTs' identity and agency when transitioning to teaching.

26. Issues in urban education / Black Lives Matter

Paper/presentation — Salon 3

Educational decision models of gifted and selective urban schools:

Critical review of educational policy

Leodis Scott, De Paul University

This paper/presentation considers the research, policy, and practice of gifted and selective public schools in the Chicagoland area and their challenges, issues, and misconceptions.

Exploring Black Lives Matter at School Week of Action

Dana Morrison, West Chester University of Pennsylvania

This presentation explores the contexts, purposes, and successes of the Black Lives Matter at School Week of Action, which engaged teachers, students and communities in over twenty cities in 2019.

41. Building teacher leaders

Paper/presentation — Salon 4

Intentional targets: Effectiveness is not a guessing game

Kimberly T. Strike, Education consultant, Wisconsin Department of Public Instruction

Lisa Hall-Hyman, Southern Wesleyan University

The interactive nature of this session engages participants through exploratory scenarios utilizing intentional targets provided within a framework to support and grow effective administrators and teacher leaders.

Creating a culture of teacher leadership

Kelly Lenarz, Trinity Christian College

Debra K. Meyer, Elmhurst College

This presentation addresses ways to support and advance preservice and practicing teachers by creating a culture of teacher leadership. Research on and opportunities for teacher leadership will be shared.

42. Partnerships and collaboration between mentor teachers and administrators

Panel discussion — Salon 5

Mutually beneficial partnerships: Finding ways to develop and enhance relationships with field and clinical mentor teachers and administrators

Megan Wereley, The College of Wooster

Sarah Dunlap, The College of Wooster

Gretchen Tefs, The College of Wooster

Liv Poindexter, The College of Wooster

Morgan Fields, The College of Wooster

Teacher education programs depend on schools for field and clinical placements. What can teacher educators do to develop and enhance relationships with our field and clinical mentor teachers and administrators?

43. Education and advocacy

Paper/presentation — Salon 6

"Proving them wrong": Mentorship and advocacy for and by Pregnant and Parenting Youth (PPY)

Laura Ruth Johnson, Northern Illinois University

This presentation will share findings from on-going research of a mentorship and advocacy initiative for Pregnant and Parenting Youth at an alternative high school in Chicago.

Building civic education: Youth empowerment and engagement in social movements

Thiago F. Veronez, Florida Atlantic University

Student engagement in activism is a way to reconnect students, schools, and society. This presentation is based on a case study of eight students and their experiences with engagement in activism.

Academy Conversation

9:25 — 10:45

Salons 2, 3, 4

Supporting public schools, teachers and students

A discussion of issues

Ann Hunter-Pirtle, Stand for Schools

Rachael Pearson, Monte Vista Elementary School

Ronald Chennault, DePaul University

Jeff McLaughlin, West Chester University of Pennsylvania

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies

Ninth Concurrent Session

11:00 – 12:00

40. Remembering to ask what should be at the center of public education

Paper/presentation — Salon 3

Is there room for a progressive Christian critique of public education?

Jeff McLaughlin, West Chester University of Pennsylvania

Institutional and individual perspectives drive pedagogical decisions and actions at all levels. So, how might a progressive Christian perspective inform practice in the public sphere? And is that even appropriate?

The authentic meaning of education

Pauline Nugent, Missouri State University

In an era when peripheral questions about supporting education take center stage in public discourse, it is incumbent on educators to keep its authentic meaning front and center.

27. Liberating teachers (and students) to enjoy engaging and enjoyable teaching and learning

Paper/presentation — Salon 4

Changing the focus of teacher education: Fostering creativity, problem solving and critical thinking

Barbara O'Donnell, Southern Illinois University Edwardsville

Creativity, design/critical thinking, and problem solving are desperately needed in teacher education and schools. Learn how problem-based learning and educational culture change provides opportunities that prepare students for future challenges.

Assessing teachers' experiences of FLOW: Cross-validation of instruments

Edward J. Caropreso, University of North Carolina Wilmington

FLOW, a theoretical interpretation of optimal experience, has been demonstrated in several professional contexts, including education. This study explores the intersection of Flow and motivation through a cross-validation of several well documented instruments.

Fostering professional judgment in the student-educator practicum: A dialogical approach

Carol Burbee, Principia College

This presentation examines an indigenous curriculum framework to foster professional judgment in student educators, drawing on action research conducted in British Columbia, Canada.

28. Trials and tribulations of entering the teacher education profession

Paper/presentation — Salon 5

Successful advising of the 21st century doctoral student

Byung-In Seo, Chicago State University

E'Toyare Williams, Chicago State University

Many of today's doctoral students work full-time during the day and manage a family at home while attending classes and working on their dissertations. This presentation will first explain the characteristics of these students and then give suggestions on how to be an effective and affective dissertation advisor to them.

In the trenches: Experiences of secondary teachers venturing beyond

Sarah Keeth, Willard High School (Willard, MO)

Michelle Brown, Missouri State University

In this presentation, K-12 teachers reflect on the challenges and rewards of venturing through the world of education beyond the walls of their own classrooms as they embark on new roles as university instructors—and ponder their academic futures.

29. Helping teachers create safe, well-managed classrooms

Paper/presentation — Salon 6

The effects of university faculty coaching on teachers' confidence with classroom management

Georgina Rivera-Singletary, Saint Leo University

Renee Sedlack, Saint Leo University

Presentation of a study related to teachers' confidence with classroom management conducted in an elementary school. School demographics and needs for the coaching as well as coaching methods, results, and recommendations will be presented.

Shifting from novel approach to essential practice: Rethinking teacher training to support trauma-informed classroom management

Elizabeth Gibbons Holtzman, Rhode Island College

As the number of trauma-impacted students continues to rise, it is imperative that educators are prepared. How can educators be trained and supported in creating safe classrooms for all students?

**Seventh Concurrent Session
4:20 – 5:35**

30. Higher education: Helping faculty (and cracking down on students)

Paper/presentation — Salon 2

Should fiscal responsibility be addressed in today's college student curricula?

Brett J. Holt, University of Vermont

The purpose of this presentation is to identify fiscally irresponsible behavior engaged in by current students and to propose the critical question: Should fiscal responsibility and accountability be included in the current basic education curricula?

What works? Increasing reading compliance and discussion in higher education classrooms

Dana Oliver, Southwestern Oklahoma State University

Instructors use texts to support preservice teachers' acquisition of content and pedagogy, yet without reading compliance, impact is limited. This presentation reexamines connections between class discussion, reading motivation, and compliance.

Building teaching excellence: Supporting new and veteran teachers

Saundra L. Shillingstad, University of Nebraska at Omaha

This interactive session will present ideas on how our university supports new and veteran teachers for success in the higher education classroom. Strategies for building positive, effective teachers will be shared.

31. Sidebar room

Paper/presentation — Salon 3

4:20 – 4:40

Crossing curricular borders: Moving from Hispanic enrolling to a Latinx serving EdD program at a Hispanic serving institution

Laura M. Jewett, University of Texas Rio Grande Valley

This paper critically explores the possibilities and problematics of using critical dialogue as a decolonizing curricular practice in a Latinx-serving doctoral program at the second largest HIS in the U.S.

4:45 – 5:05

Faith and freedom of religion: The role and responsibility of public school teachers

Ilene Allgood, Florida Atlantic University

This session offers participants opportunities to engage in discussions to inspire critical inquiry and strategies to teach challenging content about religion and public schools. Teaching resources and methodology are provided.

Professional development schools developing pre-service teachers:

How one successful partnership uses data

Elizabeth C. Jekanowski, Clarke University

Ellen M. Spencer, Clarke University

This case study presentation will describe and discuss how one University's PDS model preparing pre-service teachers for 20 years uses data to grow their partnership programs.

38. Helping students with special needs

Paper/presentation — Salon 5

Teaching students with disabilities in a personalized learning classroom:

An educator's perspective

Michelle Powers, Augustana University

Attendees will learn how schools using personalized learning and the teachers in the classroom are working to meet the needs of students with disabilities using this learning model.

39. Issues in ESL: Engaging in critical dialogue

Paper/presentation — Salon 6

In-between: The liminal and border spaces of critical dialogue in LatinX dual enrollment classrooms

Krystal A. Yanez Medrano, University of Texas at Rio Grande Valley

Laura Jewett, University of Texas at Rio Grande Valley

This study seeks to locate critical dialogue in dual enrollment classrooms beyond static curricular or pedagogical spaces for social justice and instead experience story circles as fluid forms of resistance.

Teachers' Latina identity and the dialogic process:

Creating culturally sustaining pedagogy in an ESL middle school classroom

Edwin R. Ubeda, St. Ambrose University

The case study discussed here provides a window on the emotional, sociocultural, and pedagogic assets minoritized teachers can bring to the classroom as accumulated experiences that benefit minoritized students and their educational experience.

Tuesday, November 12th

Light breakfast buffet

Salon 1

7:45—9:30

Eighth Concurrent Session

8:15 – 9:15

35. Shaping K-12 teachers, or freeing them?

Paper/presentation — Salon 2

What in the world are we teaching them?

Ronald Cunningham, Indiana University Purdue University Indianapolis

This presentation challenges the widespread use of hegemonic values and instructional practices promoted in Doug Lemov's *Teach Like a Champion* and Paul Bambrick-Santoyo's *Driven by Data*.

What if we just let teachers run our schools?

Jeff McLaughlin, West Chester University of Pennsylvania

What types and degrees of authority should teachers exercise in their own schools and classrooms? This presentation will explore various philosophical and research-based perspectives related to teacher authority and decision-making power.

36. Moving toward culturally responsive classroom management

Panel discussion — Salon 3

“White fragility” vs. “White vulnerability”: Radical self-disclosure by a (White) teacher-educator as a path toward culturally responsive classroom management

Daryl Dugas, Northern Illinois University

Devin Connor, Northern Illinois University

Daliha Orozco, Northern Illinois University

Greg Johnson, Northern Illinois University

A White instructor explicitly shared his racial biases in class to foster frank discussion of bias. He and students from the course describe this approach, the nature of the ensuing discussion, and anticipated impacts on students' future practice.

37. Partnerships, and data:

Building professional development for teachers

Paper/presentation — Salon 4

Evaluating the effectiveness of one teacher preparation program:

Teacher and principal perceptions

Tracey Covington Hasbun, Stephen F. Austin State University

Tingting Xu, Stephen F. Austin State University

In this case study, the effectiveness of one teacher preparation program within a regional comprehensive university was measured through principal and teacher interviews. Strengths and areas for improvement are presented.

5:10 – 5:30

Oh the places they'll go! – Preparing Generation Z to teach anywhere and everywhere amidst the modern political landscape

Megan Wereley, The College of Wooster

Morgan Fields, The College of Wooster

Liv Poindexter, The College of Wooster

Alison Schmidt, The College of Wooster

Given the rise in school choice options, how do teacher education programs provide context and experience that allows graduates to effectively teach in a broad landscape teaching environments?

32. The role and preparation of principals (and other administrators)

Paper/presentation — Salon 4

The paradox of the assistant principal's role: Instructional leader or disciplinarian

Vicki Van Tuyle, Southern Illinois University Edwardsville

Are assistant principals instructional leaders or disciplinarians? Does it make a difference? This presentation will engage attendees in conversations about the paradox and implications for practice aligned to student achievement.

Leadership-focused coaching in action: An approach to continuous improvement and supporting public schools

Julie Gray, University of West Florida

Aneta Walker, University of West Florida

Using a leadership-focused coaching model, one principal preparation program describes its efforts and initiatives toward continuous improvement and stronger school partnerships with local districts.

Urban magnet school leadership: Alignment of perceptions and a refinement of Blake and Mouton's managerial grid

Jess L. Gregory, Southern Connecticut State University

This quantitative study improved Blake and Mouton's managerial grid and found that current and ideal leadership perceptions production orientation aligned but people orientations differed in urban magnet schools in Connecticut.

33. Special education: Best environments for students

Paper/presentation — Salon 5

Separate is NOT equal: Why least restrictive environment conversations are key to special education placement decisions

Brian Herndon, John Brown University

Schools must engage parents in genuine conversations about LRE to ensure proper placement for children with disabilities. Without these conversations, children with disabilities will continue to be denied a FAPE.

34. Culturally relevant teaching

Paper/presentation — Salon 6

“Ready, Set, Go?”: Exploring the personal and professional beliefs of new educator preparation graduates who plan to implement culturally responsive pedagogical practices in their new classrooms

LaTeshia Warren, Georgia Gwinnett College

Ava Hogan-Chapman, Georgia Gwinnett College

This session discusses a study that examined the readiness of new educators to implement culturally responsive practices in their new classrooms. Helpful strategies used by an EPP program will be shared.

A.C.C.E.S.S.ing student success: Supporting culturally responsive pedagogy across professional development practice centers

Leanne M. Evans, University of Wisconsin-Milwaukee

Kelly R. Allen, University of Wisconsin-Milwaukee

Sarah D. Harris, University of Wisconsin-Milwaukee

Alanna Malloy, University of Wisconsin-Milwaukee

Molly A. Wolk, University of Wisconsin-Milwaukee

This presentation focuses on a research-based project for creating and maintaining culturally responsive professional development schools. The project aims to examine the effect of the university-district convergence on school culture.

Ideating pedagogy in troubled times

Tiffany Karalis Noel, University at Buffalo

Based on preservice teachers’ narratives surrounding limited opportunities to employ equity-focused instruction throughout their preparation, this presentation will discuss a teacher educator’s strategies for enhancing coursework to improve justice-oriented pedagogy.

Dinner

On your own

Conference Reception

Complimentary beer and wine

7:30 — 9:00

Salons 2, 3, 4

Featured Presentation

The Public Square

8:00 — 9:15

Salons 2, 3, 4

Supporting public schools, teachers, and students

A discussion with

Jesse Sharkey

President, Chicago Teachers Union

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies