



# Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

## **2020 Conversation Themes:**

1. Challenging our understandings  
of teaching and learning
2. Seeing schools in context
3. Letters to teachers

Renaissance Seattle Hotel

Seattle, Washington

February 17 — 19, 2020

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<https://academyforeducationalstudies.org/>

Cover design:

Jacqueline M. Jones

# **Critical Questions in Education Conference**

**Monday, February 17th**

## **Conference Registration**

### **Light breakfast buffet**

Municipal

7:30—9:30

## **Greetings and Announcements**

Municipal

8:00

Steven P. Jones

Executive Director, Academy for Educational Studies

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## **First Concurrent Session**

**8:30 – 9:30**

### **1. Helping rural schools**

Paper/presentation — Columbia

#### **Curriculum, context, and conveyance: Framing teacher education for rural schools**

Kristin Javorsky, Mississippi State University

A three C's framework summarizing evidence that a rural-focused curriculum addressing rural contexts and innovative conveyance of teacher education (e.g., online, alternate route) can help rural schools address teacher shortages.

#### **School consolidation: The importance of identity in a rural environment**

Sue Burrack, Upper Iowa University

Dawn Jacobsen, Upper Iowa University

A likely byproduct of impending change is disruption and discussion. Through the use of stakeholder perspectives, the shifting identity in a rural school consolidation process will be explored.

### **2. Online learning: Bright future or big problem?**

Paper/presentation — Marion

#### **Leading in an online K-12 environment**

John Long, William Woods University

Jim Dunn, Missouri Star School

The future for some, and perhaps many, of our students will be online education. How can we better prepare leaders to oversee and improve these environments?

### **Schooling alone? An investigation into online learning environments**

Sara Douglas, San Jose State University

Emily Slusser, San Jose State University

Online educational environments can be isolating. While benefits of peer collaboration and discourse are widely recognized, this comprehensive study shows that online students rarely, if ever, engage in these activities.

### **3. Treating all students fairly: What we get wrong and how we might fix it**

Paper/presentation — Spring

#### **Equity (il)lteracy in schools: Teacher microaggressive talk**

Richard Orozco, University of Arizona

This presentation will describe the necessity for teachers to develop their equity literacy. The presenter uses teacher microaggressive discourse to exemplify how equity illiteracy (re)produces inequitable schooling.

#### **Do teachers police black boys?: Educators' roles in sustaining the New Jim Crow**

Maeve Wall, University of Utah

Using the New Jim Crow as an organizing framework, I hope to determine how white supremacy in education leads to the disproportionate discipline of students of color in schools

### **4. "I don't want to be a teacher":**

#### **How teacher prep programs might respond**

Paper/presentation — Federal

#### **The search for meaning in teacher education**

Jeanne Qvarnstrom, Sul Ross State University

In 2017, only 4.6% of high school students reported that they wanted to be teachers. This presentation addresses that crisis and offers some new approaches for teacher education programs.

#### **Teacher prep survival strategies: Innovation without compromising quality**

DiAnn McDown, University of Central Oklahoma

Hear about innovative approaches our teacher preparation program is implementing to combat budget cuts, legislation and alternative certification pathways impacting our programs' enrollment and completion rates. Audience participation time included.

### **5. Co-teaching**

Paper/presentation — Superior

#### **Getting fluent in co-teaching: Mediating effective practice between mentor and pre-service teachers**

Maris Thompson, California State University, Chico

Findings from a longitudinal study in a teacher preparation program highlight how co-teachers gained *fluency* in the practice by engaging in five key practices: negotiating difference, sharing authority, co-mentoring, coaching in the moment, and real world teaching practices.

#### **Building community and collaboration through co-teaching**

Holly Dolan, Clark University

Jennifer Conlon, Worcester Public Schools; Clark University

Kimberly Feldman, Worcester Public Schools; Clark University

We will share models and personal examples of successful co-teaching situated within a university-public school partnership that involve pre-service teachers, classroom mentor teachers, and university faculty.

## **Second Concurrent Session**

**9:40 – 10:55**

### **6. Curriculum and pedagogical choices that “dig deep”**

Paper/presentation — Columbia

#### **Constructing young scientists by situating pre-service early elementary teachers as inquirers of science**

Anne Karabon, University of Nebraska, Omaha

Session participants will hear narratives and view images of pre-service early elementary teachers’ work as they explored inquiry. Not just for science: Inquiry-based practices are applicable to all content areas.

#### **Project-based learning as essential pedagogy in pre-service teacher preparation**

Kathryn Picanco, Whitworth University

A standardized educational landscape has led to fewer opportunities for student engagement, problem solving and critical thinking. The inclusion of project-based learning approaches in teacher training is an impactful solution.

### **7. Educational ideas and purposes (in the lost and found closet)**

Paper/presentation — Marion

#### **Educational conceptions gone awry**

Eric C. Sheffield, Western Illinois University

This paper explores a handful of educational ideas that have “lost their practical way” over time and ponders whether they are worth recovering.

#### **Reflection on a life of teaching: What is education for?**

Anne Fairbrother, SUNY Oswego

What is education for? We will explore reproduction theory, cultural assimilation, personal growth and fulfillment, creating agents of change, and other ideas. What should our educational ends be? What is important—in the end?

#### **Old school has become new school: The application of 19<sup>th</sup> and 20<sup>th</sup> century teaching methods to 21<sup>st</sup> century teacher candidates**

Byung-In Seo, Chicago State University

Effective teaching is effective teaching. Despite today’s social media and Google docs, there is a place for old-school instructional practices. This presentation will show how chalk talk and other traditional forms of instruction can promote effective learning in today’s teacher candidates.

### **8. Examining the standardized testing regime and other educational policies**

Paper/presentation — Spring

#### **Examining the standardized testing regime’s narrative in legislative policy formation**

Michael Szolowicz, California State University, Bakersfield

Despite the Opt Out movement, states still require standardized testing. This case study examines state legislators’ support for testing, critically reflects upon represented discourses, and suggests implications for activism.

## **9. Critical pedagogy in teacher education programs**

Paper/presentation — Federal

### **Critical educational cosmopolitanism in the English Language Arts classroom:**

#### **Where are we, and where can we go?**

Kelli A. Rushek, University of Iowa

This presentation questions and outlines the potential reconceptualization of critical educational cosmopolitanism and its five tenets of cosmopolitan literacies: dialogicity, historicity, reflexivity, criticality, and relationality.

### **The influence of white teachers in urban public schools**

Kristin Capezio, Lesley University

As a response to Christopher Edmin's *For White Folks Who Teach in the Hood. . . And the Rest of Ya'll Too: Reality Pedagogy and Urban Education*, this presentation is designed to ask identity questions and share experiences about how relational limitations on white teachers are imposed by power holders in urban schools.

## **10. Sometimes collaboration, sometimes mobbing:**

### **How teacher educators work together**

Paper/presentation — Superior

#### **Building bridges of communication in an IHE**

Patricia Traynor-Nilsen, National University

Dina Pacis, National University

Joseph Marron, National University

Teri Marcos, National University

A journey by one IHE department to build an interdisciplinarity framework that supports collaboration, faculty belonging, developing a common vision, and intentions to further scholarship will be presented.

### **When one lens isn't enough: The parallel contexts of institutional change work and academic mobbing**

Becky Pearson, Central Washington University

Naomi Jeffery Petersen, Central Washington University

Significant institutional change initiatives share something with day-to-day academic life: Both encourage unintended, and more predictable, incivilities. Opportunities exist to explore root causes, contributing factors, and practical strategies for prevention.

## Third Concurrent Session

11:05 – 12:05

### 11. Preparing pre-service teachers from, and for, rural communities

Panel — Columbia

#### **Rural reflections: Educating pre-service teachers from, and for, rural communities**

Faye LaDuke-Pelster, Black Hills State University

Beth Christian, Black Hills State University

Jarrett Moore, Black Hills State University

Louise Yoho, Black Hills State University

The panel discussion focuses on unique aspects of educating preservice teachers in rural communities. Panel members will share insights from various program perspectives, including Elementary, Early Childhood, and Special Education.

### 12. Writing letters—to see ourselves and others better and more clearly

Paper/presentation — Marion

#### ***The Freedom Writers Diary: How a Teacher and 150 Teens***

#### ***Used Writing to Change Themselves and the World around Them***

Ronda J. Mitchell, University of Illinois at Springfield

*The Freedom Writers Diary* consists of stories from the students of a first-year high school teacher. Students succeed with Gruwell's teaching perspective. Should teachers implement the techniques in their classrooms today?

#### **A letter to preservice teachers of color**

Lin Wu, University of Washington-Seattle

Drawing on his own experiences, the author presents his letter to preservice teachers of color on becoming culturally responsive practitioners and sustaining career longevity in the racially hostile profession.

### 13. When your teaching ends up empty—and what to do about it

Paper/presentation — Spring

#### **How important is it to understand an idea before you advocate for/against it?**

Brian Eberhard, Black Hills State University

This presentation questions the virtue of asking secondary social science students to follow the Inquiry Arc as outlined in the NCSS' C3 Framework and suggest cultivating open-mindedness instead.

#### **When a lesson looks deeper and richer than it really is**

Steven P. Jones, Missouri State University

Sometimes teachers think they have created some deeply provocative, thorough, and life-changing lesson for students when actually what students learn is pretty superficial. An example of this (from TheodoreSizer) will be offered and ideas for avoiding this will be shared.

**14, Other ways to help students:  
Personalized learning and alternative settings**

Paper/presentation — Federal

**Evaluative comparison of personalized, regular,  
and advanced programs in a middle school**

Tony Durr, South Dakota State University

This study indicates that the personalized learning program at one middle school is related to an increase in students' academic self-concept and sense of gratitude.

**A.C.C.E.S.S.—a researcher-practitioner partnership**

Svetlana Chesser, Auburn University

Teanna Moore, Opelika City Schools

Sean Forbes, Auburn University

This presentation will describe the implementation and partial evaluation of the effectiveness of a researcher-practitioner partnership designed to promote positive development of at-risk adolescents in an alternative school setting.

**15. STEM education**

Paper/presentation — Superior

**Becoming next generation science teachers**

Hui-Ju Huang, California State University Sacramento

The study examines teacher candidates' implementation of new science standards (NGSS) by analyzing their lesson plans and reflections. It contributes to improving teacher readiness in achieving the goals of NGSS.

**Biomechanics as an innovative way for elementary teachers  
to rethink science teaching perceptions and confidence**

Anne Karabon, University of Nebraska, Omaha

Michelle Friend, University of Nebraska, Omaha

This presentation will focus on teachers' self-efficacy of teaching STEM concepts through their participation in a three-week professional development program and implementation of interdisciplinary, culturally responsive, and technology-enhanced biomechanics lessons.

**Lunch**

**12:05 – 1:25**

(on your own)

## Fourth Concurrent Session

1:25 – 2:25

### 16. Supporting novice teachers

Panel — Columbia

#### **Reimagining novice teacher support: Promoting teacher self-efficacy growth through video mentoring protocols**

Keith A. Walters, California Baptist University

Brian Arnold, National University

This presentation examines the results of a video mentoring field test. Insights suggest that third-point data offers objective, formative assessment conversations that positively affects expert and novice teacher self-efficacy.

### 17. Patriotism in schools

Paper/presentation — Marion

#### **Civics in the classroom: An investigation into whether or not patriotism should be an aim of schools**

Timothy J. Barczak, Ohio State University

This paper will discuss reasons why teaching patriotism is inappropriate in a modern democratic classroom and look to the modern liberal ideals of mere civility and radical tolerance as alternatives.

#### **The flag in the classroom: Patriotism and pluralism in teacher education**

Naomi Jeffery Petersen, Central Washington University

This presentation offers participants an opportunity to discuss the issues of patriotism in schools. Participants will share perspectives on curriculum and community engagement regarding holidays, the military, historical protests, and other topics.

### 18. *Toxic Inequality*: A discussion of America's wealth gap

Panel — Spring

#### ***Toxic Inequality*: How America's wealth gap destroys mobility, deepens the racial divide, and threatens our future**

Susan R. Wynn, Duke University

Morgan Carney, Duke University

Rachel Enggasser, Duke University

Tatum Riley, Duke University

Panelists discuss themes in *Toxic Inequality* by Thomas Shapiro who argues that understanding the income/wealth gap relates to understanding racial inequality, a point that also applies to current education policy.

### 19. Helping prepare teachers of young children

Paper/presentation — Federal

#### **Teaching mathematics to young children through music to motivate children: Educating early childhood teachers**

Smita Guha, St. John's University

This project engaged children in learning mathematics through music in a pre-k classroom. Children were disinterested in mathematics lessons. Music was integrated with mathematics to motivate children.



## **Professional development in writing: How can we best help our teachers understand writing and implement it successfully?**

Jayne Sherman, George Mason University

Angela Naggles Barbero

Research indicates teachers typically receive little instruction related to teaching writing in their teacher preparation programs. Professional development in writing can help our elementary teachers improve their writing instructional practices.

## **20. Technology in teacher education**

Paper/presentation — Superior

### **Finding the sweet spot: The intersection of technology, pedagogy, and mathematics in preservice training**

Barbara Martin, Southern Illinois University

This research critically examined technology integration in teacher preparation programs. Researchers used the Technology, Pedagogy and Content Knowledge (TPACK) framework to provide a lens that quantitatively and qualitatively examined student knowledge over three years.

### **Effects of inquiry and emerging technologies on pre-service teachers' mental models**

Moirá Baldwin, University of Houston-Victoria

Shahrazad Vafa, University of Houston-Victoria

The purpose of this study is to compare preservice teachers' mental models of the day/night cycle before and after the implementation of student-directed inquiry and structured inquiry activities using augmented reality software.

## **Fifth Concurrent Session**

**2:35 – 4:10**

## **21. Educational creeds and talks: John Dewey and William James**

Paper/presentation — Columbia

### **Move over Dewey: Time for a new creed**

Philip P. Kelly, Boise State University

Dewey's *Pedagogic Creed* is 123 years old. Unfortunately, it fails to address the current realities of teaching. This session engages participants in discussing a new, more relevant "creed."

### **Rethinking current educational policy and its impact on teaching and learning: How John Dewey's "My Pedagogic Creed" enables us to design a policy worthy of the name education**

Linda Nowell, California State University-Sacramento

After revisiting current reform measures' impact on teaching and learning, we will use Dewey's "Creed" as a framework that enables us to design a policy worth of the name education.

### **Talking to teachers about *Talks to Teachers***

Julia T. Novakowski, Missouri State University

In this presentation the famous *Talks to Teachers* by William James is revisited and considered in education today. The author argues that the text remains valuable but may require a "translation" of sorts in order to make it accessible to educators.

## **22. Integrating Special Education in teacher education classes**

Paper/presentation — Marion

### **A tale of two states: Dismantling the silos of special education and teacher education in teacher preparation programs**

Nilsa J. Thorsos, National University  
Joanne Gilbreath, National University  
Vincent Campbell, National University

This paper examines how California developed a single coherent professional preparation system for all general and special education teacher credential candidates to ensure they are proficient to teach all students.

### **Advocacy for anchoring multi-tiers systems of support as core courses in teacher and special education programs in higher education**

Jorge Preciado, Seattle Pacific University  
Krystle Jalalian-Chursky, Seattle Pacific University  
Jennifer Norton, Seattle Pacific University

We discuss the role of Multi-tiers Systems of Support (MTSS) and relation with school districts nationwide. Subsequently, we focus on MTSS advocacy and frameworks for better preparing K-5 pre-service teachers.

### **Modeling the integration of social studies and literacy instruction for multi-lingual learners in a merged Elementary/Special Education program**

Jeri Gillin, Providence College  
Catherine Keating, Providence College

By integrating social studies and literacy instruction, preservice teachers incorporate concepts that are crucial to multi-language learners as they develop constructs of both themselves and the content they are studying.

## **23. How do we “meet students where they are?”**

Paper/presentation — Spring

### **Relative vs. absolute location: Troubling what it means to “meet students where they are”**

Laura Rychly, Augusta University

The purpose of this presentation is to trouble the notion of “meeting students where they are” and to challenge the philosophical beliefs and practices of teacher educators around this idea.

### **Using skilled dialogue to craft collaborative practice in diverse settings**

Lucinda Kramer, National University, Costa Mesa, CA

This presentation explores the use of Skilled Dialogue as a tool for developing responses to the challenge of crafting collaborative practice that supports the integration of diverse perspectives.

### **Cultural relevance is still relevant: How including culture in the classroom can minimize the achievement gap in rural public schools**

Morgan Fields, The College of Wooster  
Liv Poindexter, The College of Wooster

The study of cultural relevance in schools within the past decade has only recently included an analysis of how the curriculum, as well as students’ lived experiences, are used to meet the cultural needs of students in rural public schools.

## **24. Does teaching to a high-stakes test (like edTPA) help prepare teachers?**

Paper/presentation — Federal

### **The edTPA changes everything: Modeling good pedagogy in a high-stakes testing environment**

Doreen Keller, Whitworth University

Stacy Hill, Whitworth University

We will explore how the edTPA changed the ways we model planning, instruction, and assessment, and how we have to explain what it means to “teach to the test.”

### **Supporting teacher performance assessment success through the accidental adoption of anti-intellectual pedagogy: Exposing the unthinkable**

Keith A. Walters, California Baptist University

This presentation examines the distinction between “passing score” versus “test preparation” pedagogy. A contextual review of educational creeds and field test results will support providing space for an inquiry-oriented pilgrimage.

## **25. Helping English Language Learners (ELL)**

Paper/presentation — Superior

### **The benefits and challenges of response to intervention among elementary age English language learners**

Adrian Jung, California State University

The purpose of this study was to identify the perspectives of elementary school teachers regarding the benefits and challenges of the Response to Intervention (RtI) model for English Learners (ELs).

### **Translanguaging for emergent bilingual students is not an in-between space but a legitimate place of its own**

Kena Avila, Linfield College

Translanguaging as a place of its own mirrors other current trans movements. Translanguaging not only values how bilinguals communicate but also reflects powerful practices for preservice teachers and PK-12 students

### **STEM teachers’ beliefs about English learner education**

Catherine E. Kim, Pacific University

This presentation discusses how in-service STEM teachers share their changed perspectives on EL (English learner) education by critically reviewing their portfolios submitted at the conclusion of their yearlong participation in a federally funded ESOL professional development program.

### **Adjustment of ELLs in rural elementary school: Identifying difficulties they face, effects on their academic learning and teaching support**

Nelofar Khamisani, Kansas State University

This presentation highlights the difficulties ELL students face adjusting to a new classroom environment and in learning to read. The need for parental involvement and teaching support is crucial.

## **Sixth Concurrent Session**

### **4:20 – 5:20**

#### **26. Supporting early career research / Critiquing academic presentations**

Paper/presentation — Columbia

##### **The benefits of a junior teacher educator writing group**

Nicole A. Graves, South Dakota State University

Tony Durr, South Dakota State University

This presentation is a description of strategies used by a group of teacher education faculty to support early career research, teach, and to challenge each other to grow as professionals.

##### **Unpack this: Tearing down the academic presentation**

Andrew T. Kemp, Augusta University

This exercise is a (semi)satirical look at the academic presentation by over-exaggerating the style of the typical conference paper.

#### **27. Forces shaping education: Learning from other countries**

Paper/Presentation — Marion

##### **Higher education in Colombia: What can we learn from university reform in a flourishing country?**

Ali Sakkal, Wake Forest University

Columbia's reforming university system reveals much regarding current global trends. This presentation addresses fluctuations in student and institutional debt, privatization, faculty roles, and student access as a possible new norm.

#### **28. Building resiliency and success in diverse classrooms**

Panel — Spring

##### **Developing teachers and students: A roadmap to building resiliency and success in diverse classrooms**

Katherine Sprott, Lamar University

Clementine Msengi, Lamar University

Shenequa Miller, Lamar University

Three culturally diverse presenters with personal, teaching, and research background in multicultural education, global educational leadership, social justice, and resilience will present a roadmap to building resilience and success in classroom settings for students and teachers.

## **29. Diversifying the STEM teaching workforce**

Panel — Federal

### **Collaborating to diversify the STEM teaching workforce in Washington State**

José M. Rios, University of Washington Tacoma

Jenny Dechaine-Barkas, Central Washington University

Tyson Marsh, University of Washington Bothell

Ann Renker, Office of the Superintendent of Public Instruction (WA)

A consortium of universities, colleges, and organizations is working collaboratively to diversify STEM teacher preparation programs in Washington State. In this panel, we discuss the activities associated with this collaboration.

## **30. Helping students with trauma and other adverse experiences**

Paper/presentation — Superior

### **Understanding trauma and abuse one adversity at a time**

Jerell Hill, Pacific Oaks College

This presentation examines the adversity of sexual abuse using the I-E-O (Input, Environment, Output) model as a framework to build supports for individuals being sexually abused—this to increase resiliency capacity for supporting educators within K-12 learning environments.

### **The Gryffindor in all of us: Harry Potter and trauma-informed education**

Kristan Barczak, Miami University

This response to *Harry Potter and the Sorcerer's Stone* examines what Harry's discovery of his wizarding capabilities can teach us about deficit thinking and trauma-informed education.

## **Dinner**

On your own

### **Conference Reception**

Complimentary beer, wine  
and hors d'oeuvres

7:30 — 9:00

Municipal

### **Featured Presentation**

### **The Public Square**

8:00 — 9:15

Municipal

**Challenging our understandings  
of teaching and learning**

**Andrew Kemp**, Augusta University

**Heather Macias**, California State University, Long Beach

**Michael Szolowicz**, California State University, Bakersfield

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies

Tuesday, February 18th

**Light breakfast buffet**

Municipal

7:45—9:30

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**Seventh Concurrent Session**

**8:15 – 9:15**

**31. A free, or less wicked, environment for learning**

Paper/presentation — Columbia

**Give kids freedom: What can we learn from Free School theory?**

Paul D. Mencke, Texas State University

This presentation will demonstrate how free school theory was practiced historically in urban and rural settings and outline its application to suburbia with nine middle-class African American students.

**Something wicked this way comes: The learning environment and the American public school**

Jeff Hamilton, Gardner-Webb University

Using Hogarth's research on kind and wicked environments, we will revisit the classroom in the American public school. Implications for all stakeholders will be examined.

**32. Social emotional learning , mindfulness, and well-being**

Paper/presentation — Spring

**Connecting through critical conversations: Using Socratic circles to link social emotional learning and literacy education**

Rochelle Berndt, Baldwin Wallace University

This presentation will focus on the use of Socratic Circle discussions within a pedagogically restructured literacy methods course to explore and link the main tenets of social-emotional learning and literacy education.

**Mindfulness and well-being among preservice teachers: A mixed methods study**

Corissa Mazurkiewicz, Pacific University

Supporting social emotional learning and well-being among students must begin with teachers. This paper outlines dissertation research exploring the relationship between mindfulness and well-being among preservice teachers.

**33. Evaluating teachers with growth targets**

Paper/presentation — Federal

**Deliberate practice growth targets techniques in teacher evaluations**

Rosa D. Borgen, Barry University

A new teacher evaluation system called the Deliberate Practice Growth Target allows teachers to determine their own areas for professional growth without administrative interference to positively impact student learning.

### **34. Indigenous learners and communities**

Paper/presentation — Superior

#### **Connecting communities through indigenous language partnerships**

Kate Brayko, University of Montana

A Salish language exchange partnership forged between a K-8 reservation-based school and a teacher education program represents a promising arrangement for fostering candidates' conceptual, professional, and relational development.

## **Featured Presentation Academy Roundtable**

9:25 — 10:45

Municipal

**What books, readings, topics and approaches  
are central to educational foundations classes?**

**Phil Kelly**, Boise State University

**Julia Novakowski**, Missouri State University

**Laura Rychly**, Augusta University

**Matthew Schertz**, University of Montana

**Christopher Strople**, Saint Martin's University

**Keith Walters**, California Baptist University

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies



## **Eighth Concurrent Session**

### **10:55 – 12:10**

#### **35. The problematic roots and established practices of schooling**

Paper/presentation — Columbia

##### **Archival dissonance: A very public education of eugenics**

Christopher Strople, Saint Martin's University

Maja Wilson, Office of the Superintendent of Public Instruction (WA)

This presentation examines intersections of contemporary schooling practices and the mechanisms employed within public institutions as part of the eugenics agenda.

#### **36. Professional development and other help for rural school teachers**

Paper/presentation — Marion

##### **Promoting a growth mindset among teachers through community-based partnerships**

Tobi Thompson, Northeastern State University

Ingrid Massey, Northeastern State University

Tonya Garrett, Northeastern State University

This session focuses on one EPP's experience partnering with rural school districts to collaborate with and mentor classroom teachers to provide site-based PD in math and literacy.

##### **Rural schools challenges to recruit and retain STEM teachers:**

##### **Professional development for multidisciplinary teams**

Maria de Lourdes Vilorio, Texas A&M International University

Weam Al-Tameemi, Texas A&M International University

The STEP into the STEM Field's goal is to develop and provide an innovative agricultural-based hybrid professional development opportunity to a cadre of mathematics, science, and career and technical education (CATE) rural high school teacher teams. The study is funded by a USDA Grant.

#### **37. Community cultural wealth / Culturally responsive teaching**

Paper/presentation — Spring

##### **From colorblind to culturally responsive: Teaching to connect and empower**

Yolanda L. Dunston, North Carolina Central University

Patience Jones, North Carolina Central University

This presentation provides a rationale for implementing culturally responsive pedagogy by addressing some well-meaning yet ineffective ways of thinking about diversity and offers alternative strategies for creating a welcoming classroom.

##### **Race, class, and community cultural wealth: Impacts on parental involvement and the school success of the students of color from low-socioeconomic status in the K-12 public school in the U.S.**

Evelyn Ezikwelu, University of Utah

This presentation challenges the ideas that parents of color from low-socioeconomic families do not have interest in their children's education and that their children lack cultural capital for school success.

## **38. Introducing new ways of thinking in higher education**

Panel — Federal

### **Major threat: A punk rock movement in teaching and learning**

Andrew T. Kemp, Augusta University

Johnny Lupinacci, Washington State University

This presentation focuses on the genesis of a new way of thinking in higher education. Begone the days of tradition and rules. Welcome to punk rock academia.

## **39. Designing schools for 21<sup>st</sup> century education**

Panel — Superior

### **Designing schools for 21<sup>st</sup> century education**

Sarah Thomas, University of Nebraska-Lincoln

Genevieve Hawkins, University of Nebraska-Lincoln

Pierce Leef, University of Nebraska-Lincoln

Emma Bielenberg, University of Nebraska-Lincoln

What constitutes 21<sup>st</sup> century skills and learning spaces that best support their acquisition? Presenters showcase a school they created exemplifying research-informed and synthesized visions resulting from their design collaborations.

## **Lunch**

**12:10 – 1:25**

(on your own)

## **Academy Lunchtime Conversation**

12:10 — 1:20

Federal

### **What if teachers took an oath**

**to “Do no harm?”**

**If YOU were to take such an oath, what education text  
(or other text) would you rest your left hand on? Why?**

Deanna Chappell Belcher, Max Skorodinsky,

Allison Ivey, Nicholette DeRosia, and Kevin Donley

University of Oregon

Panel presentation and open discussion

Bring, and talk about, the book you would use if you took such an oath

## Ninth Concurrent Session

1:30 – 2:00

### 40. Book talk: Meet the authors; discuss publishing opportunities

Federal:

#### **Whoring of America? Public schools and universities in an age of privatization**

Lawrence A. Baines, University of Oklahoma

This book describes how the mission and operations of K-12 public schools and public higher education have been transmogrified as a result of privatization.

Columbia:

#### **Literature as a teacher's curriculum**

Edward Podsiadlik, University of Illinois at Chicago

This book prioritizes the interplay between literature and life experience. By integrating literature, personal experience, and educational philosophy, educators are invited to individually and collectively reflect on realities and possibilities of what it means to be a teacher.

Spring:

#### **Powerful pedagogy in preservice preparation**

Etta R. Hollins, University of Missouri, Kansas City

*Powerful Pedagogy in Preservice Preparation* presents a model characterized by coherence, continuity, and consistency that incorporates a well-articulated philosophical stance and theoretical perspective on learning and teaching.

Superior:

#### **Publishing opportunities with the Academy for Educational Studies**

Steven P. Jones, Executive Director of the Academy for Educational Studies

Eric C. Sheffield, Editor of the Critical Questions in Education Journal

The Academy for Educational Studies offers publishing opportunities—both for books and journal articles. This session details opportunities that are available to you.

## Tenth Concurrent Session

2:10 – 3:10

### 41. Rethinking our commitments in the name of equity

Paper/presentation — Columbia

#### **Increasing equity in our schools: The concept of warm demanders in Lisa Delpit's *Multiplication is for White People: Raising Expectations for Other People's Children***

Betsy Denton Burrows, Brevard College

This book talk discusses the concept of “warm demanders” as one of the most important ideas for preparing future teachers in teaching children of poverty and increasing equity in schools

#### **Input to the feedback loop: What future teachers really need from us now is not more of the same**

Deanna Chappell Belcher, University of Oregon

In response to conversation themes: No, we are not promoting and modeling the right things for our students—because we are not good at challenging our own assumptions about teaching, schooling, and our implication in the system.

## **42. The place and purpose of educational research**

Paper/presentation — Marion

### **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.

## **43. Ethics in teacher preparation programs**

Paper/presentation — Spring

### **A call for teaching ethics in teacher preparation programs**

Matthew Schertz, University of Montana

Recently CAEP changed accreditation standards to require that licensure recipients understand codes of ethics and relevant laws for the teaching profession. This provides an opportunity for a robust revitalization of foundations course offerings.

### **A Case for Kindness: A New Look at the Teaching Ethic**

Steve Broidy, Wittenberg University (emeritus)

I argue both for the complexity of kindness in action, and for the value of an approach to teachers' relationship with their students and other clients that is rooted in a "sensitivity of kindness." We need to disentangle the concept of kindness from its many near relations.

## **44. Service learning and social impact curriculum**

Paper/presentation — Federal

### **How do we do service learning well? Undergraduate students weigh in on instructional practices**

Ashley K. Vaughan, Washington State University

What do we do right in service-learning instruction? What can we do better to support *all* students? This phenomenological study offers student stories about what matters in service-learning courses.

### **New ways to educate? Pre-service teachers' insights to social impact curriculum**

Kelly Burlison, Lynn University

Brittany E. Kiser, Lynn University

In this interactive presentation, participants will discuss the importance of incorporating social impact into the curriculum of pre-service teachers and examine student work and insights in this domain.

## **45. Preparing teachers for diversity**

Panel — Superior

### **Preparing teachers for diversity**

Camille M. Brandt, Bemidji State University

Miriam White, Bemidji State University

Delana Smith, Bemidji State University

This panel presents the approaches one Midwestern university's teacher preparation program has put into place to build a more informed and culturally aware teaching force, emphasizing the personal experiences and pre-professional development mindset of teacher candidates.

## **Eleventh Concurrent Session**

### **3:20 – 4:20**

#### **46. Exploring social emotional learning**

Panel — Columbia

##### **Teachers as “first responders”: Exploring social emotional learning concepts ranging from teacher self-care to dealing with trauma in today’s classrooms**

Eileen Cyr, Springfield College

Alexa Sauers, Springfield College

Shanyn Dudley, Springfield College

Jessica O’Brien, Springfield College

Nadine Awkal, Springfield College

Social emotional learning practices must be predicated upon teacher self-care. Teachers need to be physically and emotionally prepared to engage with the myriad of SEL challenges presented in today’s classrooms.

#### **47. Modeling good practice**

Paper/presentation — Marion

##### **Are we modeling modeling?**

Donna Block, Alliant International University

Michael Block, Capella University

Modeling is an instructional strategy that should be used in every classroom. Are we as teacher educators modeling this strategy to our teacher candidates? This presentation will show you how.

##### **Teacher educator challenge: Delivering teacher education preparation coursework to model best practice**

Susan B. Gilbert, National University

Explore the challenges and rewards of delivering teacher education coursework to model best practice. How to design classroom experiences, sit with the discomfort, and experience the results will be discussed.

#### **48. Critical reflection, critical dialogue: Serving Hispanic and bilingual students**

Paper/presentation — Spring

##### **The power of engaging self in teacher preparation programs**

Leila Rosa, Rhode Island College

Rachel Toncelli, Rhode Island College

Attendees examine activities of a teacher preparation program which promote critical reflection and an asset-based approach towards students in an effort to combat pervasive negative social climate of this era.

##### **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.

## **49. Art and activism**

Paper/presentation — Federal

### **Serving students experiencing homelessness: Action participatory lessons**

Hannah Torma, Ohio State University

This presentation reflects on lessons learned from a recently completed action participatory project conducted with youth experiencing homelessness. How do we best lift up the perspectives of marginalized student populations?

### **Promoting higher learning through activism**

Krystal Roig-Palmer, Washington State University

The results of an exploratory qualitative analysis involving two community moral projects demonstrates how the use of art with activism fosters a higher educational experience in criminal justice contexts.

## **50. Special education**

Paper/presentation — Superior

### ***Letters from emerging teachers: Guiding factors to sustain fruitful practices in the field of special education***

Kai Greene, California State University, Dominguez Hills

Kate Esposito, California State University, Dominguez Hills

Heartened by *Letters to a young teacher* (Kozol, 2007), this presentation explores letters written by in-service students currently enrolled in university special education program that report first year classroom experiences.

### **The challenges and the key to inclusiveness in a budgeted all push-in school**

Carol Xiang Lam, Portland Public Schools

The push-in model for special education is considered a better inclusive model. The challenges and the key to inclusiveness are worthwhile discussing for the improvement of this model.

## **Twelfth Concurrent Session**

**4:30 – 5:45**

### **51. Teams, partnerships, and collaboration in education**

Paper/presentation — Columbia

#### **What would—or could—an effective educational team look like, sound like, and perform like?**

William A. Butler, Arizona State University

Kelly I. Owen, Arizona State University

In the new team based approach, models are based on needs of students and TCs. This resulted in a wide array of models and a need to provide a way to goal set within those individual teams.

#### **“Symbolic” boundary crossings resulting in collaborative field experiences in preservice teacher education**

Bilge Cerezci, St. John’s University

This presentation draws on Lamont and Molnár’s (2002) understanding of “symbolic boundaries” to explore the tensions eight preservice teachers experienced while enrolled in a year-long student teaching course.

## **Symbiosis: The goal for a school-university partnerships**

Anastasia Homer, Anderson University

Margaret Walworth, Anderson University

When tasked with developing a school-university partnership, we sought to listen to the needs of the partner school as well as the needs of the university-level teacher candidates, and we emphasized the collaborative aspect of the partnership. This presentation offers details and ideas.

## **52. Thinking through whiteness, privilege and racial justice**

Paper/presentation — Marion

### **Color-blind privilege: First year ESL teachers' inequitable perspectives of, and dispositions to teach, CLD students**

Judith Collazo, University of South Carolina — Aiken

The presenter will explore first-year teachers' perspectives of, and dispositions to teach, culturally and linguistically diverse students through the lens of critical discourse analysis and an evolving colorblind privilege model.

### **Racial discussion fatigue: A critical collaborative self-study of teacher educators examining their commitment to racial justice**

Linda Darwich, Lewis & Clark College

Alisun Thompson, Lewis & Clark College

Through self-study as a methodology and critical whiteness as a theoretical framework, this paper examines how three teacher educators re-center race in classroom discussions with (mostly White) preservice teachers.

### **Using Freire's dialogue to unmask whiteness in a multicultural teacher education course at a PWI**

Lin Wu, University of Washington — Seattle

Renee Shank, University of Washington — Seattle

Using critical race theory as the framework, the authors present how they used Freire's dialogue to unmask Whiteness in a multicultural teacher education course at a predominantly White institution.

## **53. Challenging our assumptions about teaching and learning**

Paper/presentation — Spring

### **Looking inward: How often do teachers challenge their assumptions about education?**

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

Teachers are in a cyclical pattern of educating, but how often do they reflect and challenge their beliefs? This presentation analyzes factors that prevent teachers from conforming to their assumptions.

### **Abandoning the artificial and inauthentic in teacher education and attending to "What really matters"**

Laura Staal, University of North Carolina at Pembroke

Claudia Nickolson, University of North Carolina at Pembroke

Hannah Middleton, University of North Carolina at Pembroke

Reagan Lowry, University of North Carolina at Pembroke

"To keep, or not to keep" in teacher education curriculum and instruction is critical and can have positive—or negative—consequences that can last a lifetime. So, what *really* matters?

## **54. Are we doing teacher evaluation right?**

Paper/presentation — Federal

### **Are we doing teacher candidate evaluation right?**

#### **Developing a pedagogy of freedom, hope and emancipation while under pressure from the Teacher Performance Assessment (edTPA)**

A. Suzie Henning, Eastern Washington University

This presentation will present “Critical Process Pedagogy” as a framework to both describe emancipatory classroom practices and to evaluate the values of the edTPA.

#### **Growth and academic freedom: The process of selecting a teacher evaluation instrument that respects teachers’ autonomy and professional judgment**

Brian A. Stone, Northern Arizona University

This presentation will take participants through the process of selecting an evaluation instrument in a teacher preparation program that respects the autonomy and growth of teachers.

#### **Ignore the plan: Increasing pre-service teacher autonomy**

Jess Smith, Baylor University

Mona Choucair, Baylor University

How do we instruct new teachers to seek out best practices and new research when we are sending them out into schools with rigid, lock-step curricula?

## **55. Leadership in education**

Paper/presentation — Superior

### **The need for teaching leadership in educator preparation**

Ryan MacTaggart, Colorado State University

Kimberly Dodge-Weaver, Jefferson County Public Schools (CO)

A call for educator preparation to develop leadership for pre-service teachers to play a vital role in education renewal as they enter the profession from a university and K12 collaborative.

### **Developing leadership judgment in aspiring school leaders through virtual simulations**

Amy Serafini, Auburn University

Svetlana Chesser, Auburn University

This session will present the findings of the Proof of Concept (PoC) study designed to evaluate the use of virtual simulations for developing leadership judgment in aspiring school leaders.



Wednesday, February 19th

**Light breakfast buffet**

Municipal  
8:00—9:30

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**Thirteenth Concurrent Session**

**8:30 – 9:30**

**56. Helping teachers: Examples of effective professional development**

Paper/presentation — Federal

**From novice to expert teachers: Using collaboration to effectively support teacher learning across careers and during times of policy change**

Heather Macias, California State University, Long Beach

This study investigated teacher and PD facilitator perspectives on effective PD practices, revealing the importance of providing collaborative teacher-learning opportunities that meet teachers' shifting needs over careers and policy changes.

**57. STEM education**

Paper/presentation — Superior

**From STEM to STEM education: Fostering preservice teachers' sense of belonging**

Tiffany Karalis Noel, University at Buffalo, The State University of New York

Heather McCarthy, University at Buffalo, The State University of New York

Using the theory of belonging as a framework, this session emphasizes preservice STEM education students' voices to call attention to issues surrounding belongingness and non-retention of women in STEM fields

**Comparing democratic visions for STEM education**

Jamie E. Teeple, Denison University

This presentation offers a comparative analysis of activist, radical, and democratic conceptualizations of STEM education which run counter to the dominant model—one oriented toward producing students-as-workers for a technocratic corporate-state.

**58. Gender issues / Sex education**

Paper/presentation — Municipal

**Expanding the conversation through education: Addressing toxic masculinity**

Kristan Barczak, Miami University

In this paper, feminist theory is used to demonstrate the need for safe education spaces that successfully foster dialogue infused with "difficult knowledge" across gender boundaries.

**Rethinking sex education for social justice**

Sin R. Guanci, Ohio State University

School-based sex education desperately needs an upgrade. The principles of Hip Hop-based education may be what can propel sex education into a more useful social justice-oriented perspective.

## **Fourteenth Concurrent Session**

**9:40 – 10:55**

### **59. Dealing with trauma and identity issues**

Paper/presentation — Federal

#### **Identity and learning: A cross-disciplinary examination**

Sue Romas, University of Portland

A cross-disciplinary examination of the new understandings of the impact of identity on learning emerging from the fields of social psychology, education, and neuroscience.

### **60. Technology in the classroom: The value of games**

Paper/presentation — Superior

#### **Making space for tinkering, play, and language acquisition with digital devices**

Beth Dillard, Western Washington University

Paula Dagnon, Western Washington University

This session provides P-12 educators with examples of making digital and physical tools that allow students space to think critically, engage in design, and acquire content knowledge, specifically language.

#### **The logistical and pedagogical barriers of using digital games for ELL teachers**

Khalifa Alshaya, University of North Dakota

A phenomenological case study that explores the perceived challenges of ELL teachers when using and implementing digital games as educational tools to promote language learning.

#### **Use of Breakout.EDU game software in teacher education**

Shahrazad Vafa, University of Houston—Victoria

Participants will learn about the innovative game, BreakoutEDU and will review the digital kit and digital format. Examples of how this game provides interaction and promotes critical thinking and collaborative learning experiences in teacher education will be provided.

### **61. Unlocking doors for students:**

#### **Neuroscience and experiential learning**

Paper/presentation — Municipal

#### **A new approach to teaching and learning: Using brain science to better understand student learning theory**

Robert Cantwell, Portland Public Schools

Jen Gifroerer, Valley Catholic Middle School (OR)

Reimagine learning theory from a brain-based perspective. Learn what neuroscience is teaching us about student learning theory and how to incorporate these findings into your practice.

#### **Unlocked: Opening doors for tomorrow's students through experiential learning today**

Jane Stanley, North Kansas City School District

Experiential learning is a key strategy to unlocking potential and engagement in students. Student success stories, along with research findings, from a secondary student experiential learning program will be shared.

## **Conference Summation**

**11:00 — 11:30**

Municipal

We'll take a few minutes to:

- Review what we've learned during our time together
- Mention, again, the publication opportunities associated with  
the Academy for Educational Studies
- Remind ourselves of upcoming CQIE Events:
  - The CQIE Symposium in Cleveland (October 12—14, 2020)
  - The CQIE Conference in Charleston (February 22-24, 2021)

## **Acknowledgements**

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### **For more information:**

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**About the Journals:** Contact Eric Sheffield, Co-editor of the journals, at [ec-sheffield@wiu.edu](mailto:ec-sheffield@wiu.edu)

Please visit the Academy website:

<https://academyforeducationalstudies.org/>

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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:

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***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***

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