



Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

2024 Conversation theme:

**Teaching: How we see it, and
what we're doing about it**

- The teacher shortage
- Graduate programs in education
- Looking at teaching, and seeing
ourselves as teachers

Hyatt Centric French Quarter Hotel

New Orleans, Louisiana

March 4 — 6, 2024

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<https://academyforeducationalstudies.org/>

Cover design:

Jacqueline M. Jones

Critical Questions in Education Conference

Monday, March 4th

Conference Registration

Light breakfast buffet

D. H. Holmes A

7:30—9:30

Greetings and Announcements

D. H. Holmes A & B

8:00

Steven P. Jones, Executive Director
Academy for Educational Studies

First Concurrent Session

8:30 – 9:30

1. Why people choose to be teachers, and why they don't

Paper/presentation — D H Holmes B

Seeking answers: Who will be teaching in our future classrooms? Why are students choosing the teaching profession?

Sandra L. Shillingstad, University of Nebraska at Omaha

William Austin, University of Nebraska at Omaha

This presentation will share the results of a 20-item questionnaire administered to students enrolled in two courses in our teacher preparation program. The questions explore who is choosing teaching and their rationale for choosing teaching as a profession.

The PPT's of teaching

Mechickia Brooks, Rust College

This presentation will break down the four crisis areas that are turning young people away from the profession and contributing to the mass exodus of new and veteran teachers alike.

2. Seeing a better, deeper understanding of teaching—and how to get there

Paper/presentation — D H Holmes C

Retaining educators: A transformative framework for teacher well-being and equity

Ashley Gibson, Baylor University

Explore strategies to retain teachers through a transformative framework, addressing well-being, equity, and community. Equip educators with tools to thrive, advocate, and build a supportive professional network.

Teachers as artists

Betsy Burrows, Brevard College

This presentation/interactive discussion explores Stenbridge's *Brilliant Teaching* (2023). If teaching is reconceptualized as an art-making craft whose educational purpose is creating equity, how does this revitalize our education and assessment of teachers?

3. New pathways into teaching

Panel discussion — Orleans A

Turning passion into practice: Next steps for the teacher assistant to teacher pathway

Karen Granger, University of North Carolina at Pembroke

Kelly Ficklin, University of North Carolina at Pembroke

Jennifer Whittington, University of North Carolina at Pembroke

Participants will learn: 1) TA to Teacher Pathway implementation; 2) Intentional support for TA candidates; and 3) Impact of the work on teacher preparation programs and teacher retention.

4. Conversations in teaching: The tough ones, and the cooperative ones

Paper/presentation — Orleans B

Fight, flight, freeze, or fawn: How to coach individuals through responses to tough conversations

Kathleen Williams, McNeese State University

Fara Seal, McNeese State University

In this session, participants will learn about the four (4) stress responses to difficult conversations and how you can help others process their emotions to grow academically, professionally, and/or personally.

Collaborative plan time between teachers, administrators, PPS staff, and special education staff

Megan Thiesfeld, Dominican University

Discuss the importance of collaborative planning among educators, administrators, and support staff in ensuring high levels of learning for students. Explore solutions for using plan time to best support students' needs.

5. Observing teachers and mentoring teacher candidates

Paper/presentation — Lafitte B

A systematic literature review of the empirical research on three of the (if not THE three) most popular classroom observational systems

Audrey Amrein-Beardsley, Arizona State University

Courtney Stone, Arizona State University

In this study, we systematically reviewed the empirical research surrounding teacher observational systems, especially regarding the warrants justifying the use of observational output for consequential decision-making purposes (e.g., merit pay).

Interactive reflection: A critical aspect of mentoring and teacher preparation

Denise Mounts, University of Arkansas

Angela Elsass, University of Arkansas

A critical aspect of teacher preparation is mentoring which addresses all aspects of the teaching profession. Cultivating practice through interactive reflection prepares teacher candidates to not just survive but thrive!

Second Concurrent Session

9:40 – 10:40

6. Why teachers of color stay—and leave—the teaching profession

Paper/presentation — D H Holmes B

Striving for sustainability: Insights about attrition from post-service critical teachers of color

Gabriel Guitiérrez, University of Nebraska at Omaha

Unveiling the narratives of critical teachers of Color, this presentation explores their love for teaching, the complexities leading to their departure from the profession, and implications for their sustainability.

“I still wanna teach”: Teacher candidates’ reluctant departures from the profession

Ann Marie Ryan, University of Texas at San Antonio

Crystal Kalinec-Craig, University of Texas at San Antonio

We found the teacher candidates in our mixed methods study hold a deep desire to teach even after switching out of the program and that they switched for complex reasons.

7. Teaching to the test—what a wonderful idea!! . . . Not

Paper/presentation — D H Holmes C

Subjugated learning: Caregiver perceptions of literacy, learning, and school

Laura Szech, University of North Carolina Wilmington

This presentation will share interview data on how the increased datafication of education has influenced caregiver perceptions of learning and how this datafication devalues funds of knowledge in homes.

Teaching only to the test vs. teaching for effective learning

Brita L. Williams, Central Washington University

Districts focus on test scores prompting teachers to focus on teaching to the tests at the expense of authentic assessment of learning as part of the teaching and learning cycle.

8. Grading in the college classroom

Paper/presentation — Orleans A

Why do graduate students file grade appeals?

Penelope D. Keough, National University, San Diego

Why do graduate students file grade appeals? This session will suggest answers to this question and suggest in-depth strategies, techniques, and policies to show a clear pathway to resolving graduate grade appeals in a fair, unbiased and objective manner.

Changing grading practices and policies in college courses

Barb Ramos, Simpson College

Learn how I reflected on, and changed, my grading practices and policies. I will also share student feedback after the course and faculty feedback after a faculty development session.

9. New pathways into teaching

Panel discussion — Orleans B

Teacher preparation and teacher shortage: An innovative partnership among education preparation providers, a nonprofit, and a school district

Hazel S. Parker, Tulane University
Claudine Davis, Tulane University
Kenya Campbell, Xavier University
Nancy P. Turner, TNTP Teaching Fellows

This session highlights how education preparation providers and an education nonprofit are collaborating to strengthen teacher preparation and mitigate the teacher shortage with a public charter school district.

10. Adolescent drug prevention

Presentation / Workshop — Lafitte B

Just say know: New approaches to adolescent drug prevention

Deanna Valdez, New Mexico Highlands University

The landscape related to adolescent substance use has changed significantly in the 21st century—and we must change our approaches to prevention and intervention. This presentation offers suggestions about harm reduction, anti-stigma strategies, and more.

Third Concurrent Session

10:50 – 11:50

11. Spiritual life in the caring classroom

Paper/presentation — Lafitte B

Spiritual life in the classroom—Revisiting Robert Coles

Jeff McLaughlin, West Chester University of Pennsylvania

Based upon premises from Robert Coles' landmark 1990 book, *The Spiritual Life of Children*, this session will explore the usefulness and appropriateness of addressing children's spiritual lives in preK-12 curricula.

Stories: The foundation of caring classrooms

Laura Staal, University of North Carolina at Pembroke

Participants will create stories using the *Story Face Strategy* to learn about one another and to form connections. The benefits of writing and sharing stories to develop a foundation for caring classrooms will be explored and celebrated.

12. Addressing the teacher shortage

Panel discussion — D H Holmes B

Joining forces to address teacher shortage

Michael J. Meissen, Edgewood College
Joan Lampert, Edgewood College
Amy Hefty, Edgewood College

This presentation examines an innovative fast track partner driven residential graduate level program that responds to the crises of teacher shortages, retention, and declining enrollment in teacher preparation programs

13. Preparing urban educators

Panel discussion — D H Holmes C

Stories and reflections on preparing urban educators for the DMV (District of Columbia, Maryland, and Virginia)

Anika Burtin, University of the District of Columbia

Aaron Bruewer, University of the District of Columbia

Kenyatta Graves, University of the District of Columbia

Ayanna Kelly, University of the District of Columbia

Angela Perkins, University of the District of Columbia

Downan McNair-Lee, University of the District of Columbia

This panel shares insights from a public university's development of a teacher preparation program designed for urban contexts. Panelists share specific perspectives on program design, decision making, challenges, and hopes.

14. Teacher preparation for diverse students

Paper/presentation — Orleans A

African American teacher pipeline: Pre- and post-pandemic

Erica Avent, University of Mississippi

Nisa Lewis, University of Mississippi

This presentation will explore the historical aspect of the African American teacher pipeline. The presenters will present barriers within teacher preparation programs to the pipeline and possible solutions presented during the pandemic.

A framework for an effective pre-service teacher preparation program for students from diverse backgrounds

Pedro Espinoza, Kansas State University

This presentation shares how we designed a framework to equip pre-service educators with what they need for a successful career in education. This teacher preparation program emphasizes the importance of cultural competence, diversity, and inclusion.

15. Let's "chat" about artificial intelligence: Where are we with it?

Paper/presentation — Orleans B

One year later: Revisiting our initial thoughts and reactions to ChatGPT

G. Blue Brazelton, Northern Arizona University

Dayne Pratt, 10th grade ELA teacher

Last year we held a discussion about our thoughts and curiosities about ChatGPT. We revisit that conversation now that we've had a full year of ChatGPT in classrooms.

Exploring AI in Education: Experiences and perceptions of K-12 and higher education students

Jill Waliczek, Saginaw Valley State University

Anne Jaksa, Saginaw Valley State University

AI technologies are rapidly transforming the landscape of K-12 and higher education. This presentation explores our study that investigates the uses and perceptions of AI among students, teachers, and administrators.

Fourth Concurrent Session

12:00 – 1:00

16. Imagining new kinds of teacher preparation programs

Panel discussion — D H Holmes B

Thinking outside the box: Overcoming higher education structures to create an innovative approach to teacher education

Suzanne Arnold, University of Colorado Denver

Jenny Fox, University of Colorado Denver

Sam McNitt, University of Colorado Denver

How can we imagine different ways to challenge teacher preparation status quo, transcending program types, context, and enact innovative models that overcome IHE systems and structures to address teacher shortage?

17. Getting published in the field of education: Some help and guidance

Discussion — D H Holmes C

Worried about getting published? Let's talk

Chris Myers, Myers Education Press

Steven P. Jones, Missouri State University

Yes, there is a need to get published if you want to stay in the field of teacher education. But don't panic: There are people who can help you. Let's talk about when and how to get that first major work published.

18. Ways to overcome inequities and disparity issues

Paper/presentation — Orleans A

Addressing the barriers to building authentic student teacher relationships through storytelling

Ashley Schulte, University of Louisiana at Monroe

Frances Hester, University of Louisiana at Monroe

This presentation is designed to address barriers to building authentic student-teacher relationships such as implicit bias, cultural mismatch, and colorblind practices. We detail shared experiences of educators who have overcome barriers to build meaningful relationships in the classroom.

Critical collaboration: Using PAR methodology to examine enduring educational inequities

Amy Hession, University of New Orleans

How can educational researchers, practitioners, and policymakers respond more effectively to issues of educational disparity? One answer: Participatory Action Research (PAR) as a qualitative research methodology befitting issues of educational justice.

19. Making things better for secondary teachers and students

Paper/presentation — Orleans B

The evolution of a secondary PDS: From theory to reality

Melinda E. Langeberg, Viterbo University

This presentation chronicles a secondary professional development school's progress between 2018-2023. It clarifies meaningful activities and highlights gaps between research and reality.

Secondary educators who create a growth mindset: A qualitative case study

LD Johnson III, Baylor University

This presentation of a qualitative case study will highlight secondary teachers' descriptions of students' academic behaviors when incorporating growth mindsets as a pedagogical strategy in an extracurricular learning environment.

20. The journey from teaching to professorship

Panel discussion — Lafitte B

Beyond the classroom: Navigating the journey from teaching to professorship

Jarrett Moore, Black Hills State University

Faye LaDuke-Pelster, Black Hills State University

Elizabeth Christian, Purdue University Fort Wayne

Louise M. Yoho, Southern Illinois University

Faculty members with over 60 years of experience with graduate studies as students and professors from three Midwest universities will discuss how each used their experience in their graduate studies to transition from P-12 teachers to professors of teacher education. Come and share your experience, too.

Fifth Concurrent Session

1:10 – 2:30

21. Relationships and research in graduate programs

Paper/presentation — D H Holmes B

Fostering academic synergy: Nurturing profound student-professor bonds in the research team model journey

Sarah M. Straub, Stephen F. Austin State University

Explore the impact of the Research Team Model in a Master's level Introduction to Educational Research course. Delve into course components, student interviews, and pre-post surveys that reveal impactful insights.

First, you have your why, and then you find your tribe—The necessity of social support systems in online doctoral programs

Amy McConnell, Baylor University

Sonya Romero-Autrey, Baylor University

This presentation highlights the necessity for doctoral students to establish social support systems. The presenters successfully navigated the online doctoral program through peer working groups, social relationships, and faculty/peer mentoring.

Graduate students' cognitive needs of relatedness, competence and autonomy in "Revise, resubmit" feedback learning approach in academic research

Kennedy Wasonga Awuonda, Texas Tech University

I suggest that the RRF approach to learning academic research supports or inhibits the cognitive needs of relatedness, competence, and autonomy, and determines levels of motivation.

22. Retention and recruitment of teachers

Paper/presentation — D H Holmes C

The accessible labyrinth: Rethinking the teacher pathway

Anna Schwan, Northern State University

Cheryl Wold, Northern State University

Embark on the "Accessible Labyrinth," a presentation reimagining the traditional teacher pathway. Navigate through alternative perspectives and creative solutions meant to not only recruit prospective teachers but to support school districts in keeping classrooms operational.

Embracing career changers: The evolution of UNO's accelerated teacher certification

Jeni Langfeldt, University of Nebraska Omaha

UNO has redesigned its Teacher Academy Project (TAP) and Elementary Accelerated Certification for Teachers (E-ACT) programs, providing more support, flexibility, and affordability to better serve career changers transitioning into teaching.

Mapping the teacher shortage: Navigating uncertainty in fractured landscapes

Daniel Casebeer, Seton Hill University

Melissa Tamburrino, Seton Hill University

This presentation uses social cartography to describe a phenomenological inquiry into the teacher shortage. Specifically, it offers a multimodal perspective on the struggles of retention and recruitment in teacher education.

23. Developing teacher leaders—and leaders in all spaces

Paper/presentation — Orleans A

Teacher leaders who support colleagues: One schools' approach for retention

Nathan Bond, Texas State University

During this current teacher shortage, schools are utilizing teacher leaders to retain teachers. This study examined teacher leaders in a diverse school who supported colleagues through mentoring, coaching, and collaboration.

An update on a graduate program's role in transforming teachers into teacher leaders

Leigh Ann McMullan, Mississippi State University

Paula Tharp, Mississippi State University

Myron Labat, Mississippi State University

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

Establishing and growing authentic leadership in ALL educational spaces—from paraprofessional to Board president

Kimberly Conyers, Oklahoma Panhandle State University

Motivating, refreshing presentation provides actionable steps for ANYONE involved in the educational realm to assert themselves as a leader in their role, find joy, and work to produce great humans.

24. Teaching amidst our current socio-political minefields

Paper/presentation — Orleans B

Teaching the conflicts: Examining the roles, responsibilities, risks, and reward of enacting critical pedagogies in times of polarization and political violence

Eric J. Weiner, Montclair State University

There is no consensus about the appropriate pedagogical roles and responsibilities of teachers during times of extreme polarization and political violence. This presentation will highlight some of the major arguments for and against teaching the conflicts—and explore what it might mean to teach them in ways that mitigate against politicization and alienation.

Teaching in a socio-political minefield: How teachers and other stakeholders can fight back against the religious and socio-political ideologues who ban books

Elizabeth Bifuh, University of Massachusetts Lowell

The U.S. has become more polarized, and conflicting ideologies play-out in classrooms in the form of book bans. This paper suggests practical steps for teachers to fight back against censors.

Teaching while the storm rages: How to teach without losing your job!

Michael Shaffer, Ball State University

Wherever you go, someone is shouting about teachers—what they are doing, not doing, teaching, not teaching, reading, and refusing to read. What's real? Real answers are needed for a profession under siege.

25. The frustrations of teaching together with joy and hope

Paper/presentation — Lafitte B

Embracing the joy of teaching while combating the teacher shortage

Rachael Pearson, Kyrene de las Manitas Innovation Academy—Kyrene School District

Is teaching a dying profession? This presentation examines the barriers that may be motivating individuals to move away or leave teaching altogether, then provides solutions to the ongoing issue.

Personal reflections after 47 years of teaching: It just ain't what it used to be

Arthur Hernandez, University of the Incarnate Word

Numerous factors drive educators away from the profession—excessive workloads, burnout, insufficient compensation, and more. I address these factors based on my experience and observations, having transitioned from elementary and secondary education to higher education.

Examining teachers' beliefs and attitudes concerning teaching and offering solutions for teacher recruitment and retention

Jayne A. Sherman, Occoquan Elementary School

Angela Naggles Barbero, Sully Elementary School

Cory Wilches, John Eaton Elementary School

Our presentation explores data from teachers across three different schools within three different school districts examining teachers' beliefs and attitudes concerning teaching and offering solutions for teacher recruitment and retention.

Sixth Concurrent Session

2:40 – 4:00

26. Books about the education of Black students

Paper/presentation — D H Holmes B

Learning lessons from a most influential book:

Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching

Laura Rychly, Augusta University

This influential book tells the inspiring story of Carter G. Woodson and his collaborative efforts to insist on and bring about education for Black American in the United States in the early 20th century. And it contains information and help for today's teachers.

Cutting School: The Segrenomics of American Education—

A must read for graduate students

Toyosi Stephen Adedara, Baylor University

Karon LeCompte, Baylor University

This presentation will focus on the book entitled *Cutting School: The Segrenomics of American Education* written by Dr. Noliwe Rooks and published in 2017.

27. Looking at teaching . . . and ourselves as teachers

Workshop — Lafitte B

Looking at teaching . . . and ourselves as teachers:

A consilience workshop for flâneurs

Jeff McLaughlin, West Chester University of Pennsylvania

Haylee Anderson, eMINTS Professional Learning, University of Missouri – Columbia

In this collaborative workshop which seeks to reignite joy in education participants will think creatively to converge seemingly unrelated ideas to explore ideas about teaching, teacher identity, and the future of education.

28. Building wonderful graduate programs

Paper/presentation — D H Holmes C

Innovative approaches to implementing an online graduate education program

Rebecca Birch, Dominican University

Elizabeth Truesdell, Dominican University

Presenters will describe the design and implementation of a new online graduate education program, including innovative approaches to using technology as a tool to build community and international partnerships.

“Innovative, unique, and important” MA in Education—Gender equity studies

Sherrie Carinci, California State University, Sacramento

Riana Pella, California State University, Sacramento

Innovative, unique and important: This presentation shares an example of a graduate program that produces research on gender equity constructs and supports students to be change agents in schools and society.

Calling all changemakers! Seeking liberatory collaboration for educational change

Karen Sarafian, University of the Pacific

We're calling all changemakers to imagine beyond-the-box possibilities for graduate programs. Applying Liberatory Design modes and mindsets, join us as we change the way we do the business of education!

29. Ideas about how to stop a backsliding democracy

Paper/presentation — Orleans A

Two paths: Critical modes of historical inquiry or a planned ignorance

Andrew N. McKnight, University of Alabama at Birmingham

This paper presents a meditation on the problem of present efforts to render comprehensive inquiry concerning the breadth, moral complexity and ambiguity, and overall contradictory and vicissitudinal nature of United States history, ineffectual and banal by design.

The attainment of the academic excellence of all America's children is still the fulfillment of the American dream

Deril Wood, Oakwood University

Kahris White-McLaughlin, Oakwood University

"Effective high quality education. . . is the foundation of good citizenship (and) is the principal instrument in preparing (children) for service in the armed forces and later professional training." – from Brown v. Board of Education of Topeka, Kansas, 1954. This presentation reviews Derrick Bell's examination of this hope and prophecy.

Letters to those who dare to teach: Humanizing education in the age of machine learning

Mark Malisa, University of West Florida

This presentation examines and discusses the legacy of Paulo Freire's work in education, focusing on Teachers as Cultural Workers.

30. The teacher shortage: Its "why?" and what to do about it

Paper/presentation — Orleans B

Reframing the teacher shortage: Examining the lack of value for the profession

Brian A. Stone, Northern Arizona University

This presentation will cover the contextual factors that contribute to "teacher shortages" and re-frame the language and concepts around value. Furthermore, the presenters will provide suggestions for teacher preparation programs.

Addressing the teacher shortage . . . Moving beyond motivation factors and addressing hygiene factors in the educational profession

Kristee Lorenz, William Woods University

School districts need to address hygiene factors of teacher dissatisfaction to respond to the teacher shortage crisis. The connection between the teacher shortage and Hertzberg's Two-Factor Theory will be examined.

Care for the caretakers: What education can learn from the field of nursing

Lisa M. Gonsalves, University of Massachusetts/Boston

Reform efforts often damage teacher well-being, especially in marginalized communities. Change is necessary, but where do we look for a reform model that prioritizes teachers? To the field of nursing!

Seventh Concurrent Session

4:10 – 5:30

31. Making things better in the classroom – Some ideas

Paper/presentation — D H Holmes B

What is “student buy-in” anyways? Increasing student motivation by creating value

Ruben F. Cortez, Pacific Oaks College

Students often ask why they need to know what they are learning. Answering this question involves more than just what teachers say but how teachers create value for students.

Navigating change: Enhancing student engagement through teacher agency in the post-pandemic era

Henderson Lewis, Jr., Louisiana State University

Veysel Altunel, Louisiana State University

Stacy-Ann Campbell, Louisiana State University

This presentation explores the crucial role of teacher agency in enhancing student engagement post-pandemic, highlighting the shift in teaching methods and strategies for administrators to support this for better outcomes.

Navigating the future: Authentic assessment in secondary schools amidst AI advancement

Henderson Lewis, Jr., Louisiana State University

Shawna Mitchell, University of Holy Cross New Orleans

Evan Phillips, University of Holy Cross New Orleans

This presentation promotes authentic assessment in secondary schools to ensure real mastery of content, enhancing learning experiences beyond AI assistance for true student learning.

32. Residency experiences in teacher education programs

Paper/presentation — D H Holmes C

Yearlong residency: A vetted clinical experience to meet the shifting demands of pre-service teachers and districts

Shelley B. Harris, Texas A&M University Central Texas

This engaging presentation examines how a vetted yearlong residency for undergraduate students helps meet the needs of non-traditional students and teacher shortages in districts across Texas.

The challenges of participating in a teacher residency program

Ji Hyun Oh, University of Colorado, Colorado Springs

Sylvia L. Mendez, University of Colorado, Colorado Springs

Using a pragmatic lens (Patton, 2015), this instrumental case study explored resident teachers and mentor teachers’ shared challenges about participating in a teacher residency program.

Paving the way: An educator preparation program’s response to the teacher shortage through alternative pathways

K. Nicole Tripp, East Carolina University

Lori Cohens, East Carolina University

Allena King, East Carolina University

Explore one university’s institutional efforts to increase the teacher pipeline in response to statewide legislation by developing an alternative program that supports a diverse population of teachers.

33. “Grow your own”—and respond to systemic racism

Panel discussion — Orleans A

Teacher shortage or system design? Responding to systemic racism through Critical Race Theory centered grow your own pathways

Christopher B. Knaus, University of Washington Tacoma

Rachelle Rogers-Ard, Harvest Consulting

Kenderick O. Wilson, Professional Educator Standards Board

This interactive critical race theory-centered panel challenges systemic racism, white supremacy and racial job reservation systems as foundations for teacher shortages; Grow Your Own strategies are offered to transform schools.

34. Focus on Special Education: Reframing some issues and responding to shortages

Paper/presentation — Lafitte B

What makes education special?: Helping novice general education teachers reframe approaches to differentiation

Grinell Smith, San José State University

Colette Rabin, San José State University

This case study of Libby’s 10-year journey from mainstream to individualized special education highlights the need to increase general educators’ ability to serve all students through differentiated instruction.

Principals’ experiences and challenges with using transformational leadership when attempting to retain special education teachers

Natasha W. Veale, Greensboro College

The presenter will share research that describes principals’ experiences with and barriers to transformational leadership behaviors in their attempts to retain special education teachers in public schools across North Carolina.

Special education teacher shortage

Doreen Myrie, Jackson State University

Rodney Hurt, University of Mississippi

The shortage of special education teachers has been caused by multiple variables. This presentation will discuss these variables and strategies to recruit and retain future special education teachers.

Dinner

On your own

Conference Reception

Complimentary beer and wine

7:45 — 9:15

D H Holmes A

Featured Presentation

The Public Square

8:15 — 9:30

D H Holmes B & C

Teaching, then and now

An interactive gathering

Let's take some time to examine our own career narratives—to share some ideas about where we've been, what we've wanted to achieve, what's gotten in our way, and what has opened doors for us.

Hosted by:

Ashley E. Poklar, A Poklar Ponders

Tuesday, March 5th

**Conference registration
Light breakfast buffet**

D H Holmes A

7:30—9:30

**Eighth Concurrent Session
8:05 – 9:05**

35. Doctoral journeys: Four Black male educators

Panel discussion — D H Holmes B

Black excellence in academia: Doctoral journeys of male educators

Henderson Lewis, Jr., Louisiana State University—Baton Rouge

Jeremy Cornell Brooks, Benjamin Franklin Elementary/Middle

Mathematics and Science School

Kendall McManus-Thomas, InspireNOLA Charter Schools

This panel discussion is comprised of four Black male educators with doctorates who share their professional journey and the strategies of mentorship that helped them along the way.

36. Easing things in the classrooms: Advantages for students and teachers

Paper/presentation — D H Holmes C

How to help students ACE group projects

Susan Wynn, Duke University

Alissa Rivero, Duke University

Jeslyn Brouwers, Duke University

Applying results from “Why Students Hate Group Projects,” two students have designed a pedagogical intervention that targets Accountability, Communication, and Engagement (ACE). Now, they have measured its effectiveness in improving student outcomes.

**Impact of prosocial education professional development
on teachers’ self-efficacy, stress, and burnout**

Jen Foster, eMINTS Professional Learning, University of Missouri-Columbia

This presentation shares the findings of a study that examines how PD that supports in-service teachers in implementing prosocial education impacts teacher stress and burnout.

37. Helping our graduate students by sharing our own experiences

Panel discussion — Orleans A

A holistic approach to creating a positive culture for graduate students

Dylan G. Solice, Northwestern State University

Amy Craig, Northwestern State University

Wendi O'Halloran, Northwestern State University

Neeru Deep, Northwestern State University

Panel members share how their personal graduate program experiences have connected them to each other and continue to influence their practices and students' experiences within the graduate programs they teach/lead.

38. Preparing teachers to face tough situations

Paper/presentation — Orleans B

Would training on “evaded” curriculum issues help keep teachers in the profession?

Sherrie Carinci, California State University, Sacramento

Riana Pella, California State University, Sacramento

This presentation examines evaded curriculum issues and how training may help keep teachers in the profession. Having tools to understand how to navigate evaded topics will help empower teachers to deal with students impacted by abusive situations.

The Equity Literacy Observation Protocol for Secondary Teachers (ELOPST): Lessons learned from its development and implementation

Richard Orozco, University of Arizona

The development, testing, and findings of the ELOPST will be shared. This protocol was developed to measure teachers' equity literacy and ensure coherence between coursework, self-reported understandings of EL, and classroom practice.

39. Addressing teacher shortages: The situation in New York state

Panel discussion — Lafitte B

The shifting landscape of American education: Addressing the teacher shortage

Teresa Quackenbush, Mercy University

Roseanne Vallice Levy, Mercy University

Aki Ohseki, Mercy University

Eric Martone, Mercy University

Education professors and leaders discuss how their program is responding to the need for teachers across New York State. Topics include collaborative efforts with school districts, innovative recruitment and retention strategies, and adapting current certification routes.

Featured Presentation

Academy Conversation

9:15 — 10:45

D H Holmes B & C

Graduate programs in education

- The programs we dreamed of, and the ones we ended up with
- Grad programs at your institution—the good, the bad, and the ugly—and their what, how, and why
- What are the “must do’s” and “must reads” in graduate study in education?

Jeremy Cornell Brooks, Benjamin Franklin

Elementary/Middle Mathematics and Science School

Colette Rabin, San José State University

Adah Ward Randolph, Ohio University

Matthew Schertz, University of Montana

Adam Stroud, Oklahoma State University

Moderated by

Steven P. Jones

Missouri State University

Followed by open discussion

Ninth Concurrent Session

10:55 – 11:55

40. The impact of educational policies on teacher morale, recruitment, and more

Panel discussion — D H Holmes B

An historical analysis of unintended consequences and impacts on teachers and the teaching profession: A re-examination of Milner’s classic policy brief on three reform strategies

Margaret-Mary Sulentic Dowell, Louisiana State University – Baton Rouge

Henderson Lewis, Jr., Louisiana State University – Baton Rouge

Cynthia Fontcuberta DiCarlo, Louisiana State University – Baton Rouge

In this generative, dynamic panel/demonstration, three career Louisiana educators analyze Milner’s classic 2013 policy brief, scrutinizing historical impacts of three sustaining reform strategies on the Louisiana educational landscape and beyond.

41. Storytelling among educators—Learning from one another

Paper/presentation — Orleans A

Storytelling among educators: Learning from our varied experiences and perspectives

Megan Kelley-Petersen, University of Washington, Seattle

Daniel Kelley-Petersen, Seattle University

In this interactive presentation, we'll collaboratively consider how narrative inquiry and storytelling create opportunities for learning and growth as educators share different perspectives and experiences.

Book response to David Hansen's *Re-imagining the Call to Teach: A witness to teachers and teaching*

Colette Rabin, San José State University

Grinnell Smith, San José State University

Two teacher-educators describe their experience reflecting on teaching through the lenses of a call as conceptualized in Hansen's book *Re-imagining the Call to Teach: A Witness to teachers and teaching*.

42. Valuable uses for technology—AI, and online programs

Paper/presentation — D H Holmes C

Utilizing AI to save time, teach better, and prevent burnout

Josh Lichty, Viterbo University

Find out how AI can save time, energy, and stress to free teachers from what drags them down and allow them to do more of what they love and what drives them.

Let's explore the relationship between online learning and the teacher shortage

Gregory M. Francom, Mississippi State University

Let's explore the relationship between online learning and the teacher shortage. Could online learning be both the cause and a potential solution to the teacher shortage we are now facing

43. Education in the future—and what we need to do today

Panel discussion — Orleans B

Future education depends on present actions

Neeru Deep, Northwestern State University of Louisiana

Amy Craig, Northwestern State University of Louisiana

Dylan Solice, Northwestern State University of Louisiana

Wendi O'Halloran, Northwestern State University of Louisiana

The panel discussion aims to share how the past, present, and future are connected. Mindful actions of today will be the future of teaching and the betterment of humankind.

44. Strengthening STEM education—and finding teachers

Paper/presentation — Lafitte B

Designing a Master of Education degree to strengthen STEM leadership in the elementary grades

Jeanne Qvarnstrom, Sul Ross State University

A STEM concentration in a Master of Education degree for certified teachers is outlined. Using the Robert Noyce Teacher Scholarship Program, with financial incentives for students, can strengthen STEM education.

Faculty champions for teacher recruitment

Rong-Ji Chen, California State University San Marcos

Moses Ochanji, California State University San Marcos

The presentation highlights the FaCTR program, addressing STEM teacher shortages. Faculty from diverse departments including two community colleges collaborate to recruit and mentor high-quality STEM teachers, resulting in successful outcomes.

Tenth Concurrent Session

12:05 – 1:05

45. The demands of teaching

Paper/presentation — D H Holmes B

The program completers speak! Responding to the demands of the teaching profession

Cathy Johnson, Indiana University Southeast

Rachel Star, Indiana University Southeast

This presentation describes the responses of program completers from a study with early career teachers and their students to discover the relationship between the program and professional teaching demands.

Teaching in the era of COVID-19: A case study exploring the lived experiences of elementary school educators

Sonya Lisa Romero-Autrey, Baylor University

Karon LeCompte, Baylor University

The 2019 coronavirus pandemic disrupted classrooms and school systems. Educators found themselves teaching in unprecedented settings to prevent the spread of the virus and pivot their teaching practices.

46. Getting teaching and learning energy back in the classroom

Paper/presentation — D H Holmes C

Creating collaborative learning in teacher preparation

Carolyn Brennan, Western Washington University

Charlene Montaño Nolan, Western Washington University

Informed by our analysis of preschool teachers' interactions with young children, we examine our evolving understanding of—and practices to support—teaching and learning as collaborative endeavors in teacher preparation.

Reconceptualizing student-centered learning in the post-pandemic classroom

Stacy L. Brown, University of Connecticut Health

This presentation will highlight the need for transforming classrooms to respond to changing learners, describe strategies implemented across several courses, and share lessons learned from adapting new teaching strategies.

47. Inspiring and motivating student learning

Paper/presentation — Orleans A

How Genius Hour can inspire and motivate educators and students to find joy and success in their educational journey

Josh Lichty, Viterbo University

If Genius Hour is used throughout the business world to create the best ideas while motivating, empowering, and improving culture, why not use it to improve teaching and learning.

48. Inspiring men of color to teach

Panel discussion — Orleans B

Diversifying the classroom: Inspiring men of color to teach

Hannah Mose Harvey, McNeese State University

Lionel Thierry, Lake Charles College Prep

Marcus Thibodeaux, McNeese State University

The presentation underscores the imperative of diversifying classrooms by inspiring men of color to pursue careers in education. It highlights the impactful Call Me Mister program, devoted to fostering this transformative initiative.

49. Sidebar room

Paper/presentation — Lafitte B

12:05 – 12:35

Can we use existing social networks for diffusion of high-impact practices in teaching?

Tracie Reding, University of Nebraska at Omaha

This presentation will facilitate a discussion on the need to mobilize higher education networks to diffuse best teaching practices—based on research that shows networks aren't diffusing best practices.

12:35 – 1:05

One of many solutions: Reducing racialized administrative burdens in teacher licensure and certification

Andrene J. Castro, Virginia Commonwealth University

This paper discusses important policy considerations for reducing administrative burdens that influence the recruitment and retention of teachers of color, ultimately leading to teacher shortages of diverse staff in schools.

Eleventh Concurrent Session

1:15 – 2:35

50. An evolving educational landscape: Looking to the future

Panel discussion — D H Holmes B

Teaching tomorrow: Envisioning the future of education through diverse lenses

Henderson Lewis, Jr., Louisiana State University – Baton Rouge

Margaret-Mary Sulentic Dowell, Louisiana State University – Baton Rouge

James Gray, Jefferson Parish (Louisiana)

Cynthia Fontcuberta DiCarlo, Louisiana State University – Baton Rouge

Shayla Guidry Hilaire, District Chief of Student Support Services

A diverse panel of Louisiana educators offers multifaceted perspectives on the evolving teaching landscape. Panelists will discuss impacts of challenges currently faced by Louisiana and US educators.

51. Responding to the teacher shortage

Paper/presentation — D H Holmes C

A working teachers licensure program (WTP) that is *Working!*

Eileen Cyr, Springfield College

Chris Dudley, Springfield Public Schools / Springfield College

This presentation outlines the recruitment, selection and academic program for a Working Teachers program that supports a cohort of 35 under-credentialed urban teachers through graduate coursework leading to an initial license.

Teach for Impact Collaborative: An intentional partnership to build a pipeline of certified teachers who persist

Angel Ogea, McNeese State University

McNeese State University has an intentional partnership with a school district to build a dual-purpose certification program that layers program content application with ongoing district support for new teachers.

Creating a culture of partnership between districts and universities

Morgan Willis, Louisiana State University of Alexandria

The Center for the Advancement of Regional Educators (CARE) grant is aimed at addressing many areas of the teacher shortage, primarily in central Louisiana, through an emphasis in recruitment and retention events at local schools, school district partnership, and by building an online community.

52. Examining the attacks on Black women in higher education

Panel/Discussion — Orleans A

Black women in PWI institutions: Examining the attacks on Black women in higher education

Adah Ward Randolph, Ohio University

Karen Powell Sears, University of Connecticut

When we (meaning Black women) enter the predominantly white academy, knowing we are representing the “whole Negro” or Black “race” quietly, without too much fanfare, we are often met with different levels of violence be it physical, psychological, ecological, cultural, or emotional. This panel addresses and discusses these issues.

We are not alone! Black women navigating life, love, and leadership

Rachelle Rogers-Ard, Harvest Consulting

This affinity session centers Black female leadership as antiracist praxis. Participant will discuss radical self-love, share racialized experiences, and develop tools to navigate racialized trauma.

53. Contesting normalized neoliberal constructs of individualism

Panel discussion — D H Holmes A

Opening to immanence in neoliberal times

Lindsey Lush, University of Georgia

Leigh Elliott, University of Georgia

Melissa Kurtz, University of Georgia

Neoliberal, humanist constructions of individualism create real and harmful conditions in education. Our panel will examine how this contributes to teachers’ perceptions and suggest concepts of immanence to think differently.

54. The effects of laws and policies governing education

Paper/presentation — Orleans B

Teacher shortages interpreted through the lens of bureaucratic spiraling

Thomas E. Ricks, Louisiana State University

This research describes how the six cyclic stages of bureaucratic spiraling (proceduralization, bureaucratization, standardization, quantization, dehumanization, exhaustion) contribute to increasing teacher shortages, as well as providing possible recommendations for improvement.

Unintended consequences of laws and policies on teacher recruitment and retention: How do state laws and regulations influence teacher choice?

Nathan M. Roberts, University of Louisiana at Lafayette

A conversation identifying and addressing current laws and policies impacting teacher recruitment and retention followed by a discussion of best practices for revising them to enhance teacher recruitment and retention.

Challenges in teacher agency: A deep dive

into pre-service teachers' experiences with scripted curricula

Gabriela Mocanu, State University of New York at Potsdam

This study explores how scripted curricula impacts pre-service teachers' sense of agency. Understanding this impact is crucial for teacher education programs to nurture autonomous, creative, and effective educators.

55. Thinking big about empowering teachers

Paper/presentation — Lafitte B

Don't quit! Using innovation and entrepreneurship to keep teachers happy and rich!

Sherrie Carinci, California State University, Sacramento

Elisa Garzitto-Michals, California State University, Sacramento

This hands-on presentation will examine personal assets, goals and skill sets to inspire and promote the integration of innovation and entrepreneurship with educational idea(s). Come work on your Edupreneurial (ad)venture!

Intentional empowering

Neeru Deep, Northwestern State University of Louisiana

Our goal is to intentionally empower educators and students; *Moving from Surviving to Thriving* and *Don't Sweat the Small Stuff* are books that may suggest an answer.

Twelfth Concurrent Session

2:45 – 4:05

56. From teacher to doctoral student / From doctoral student to university faculty

Paper/presentation — D H Holmes B

The experiential journey of teacher-scholars: "If you're not a teacher, you just don't get it"

Ashleigh L. Pelafigue, University of New Orleans

Through the exploration of lived experiences and participant stories, thematic analysis uncovered potential successes and barriers that many adult learners face while navigating both a teaching career and continuing education.

Developing instructional leadership and academic curriculum programming for doctoral students

Adam Stroud, Oklahoma State University

Sarah Johnson, Oklahoma State University

This presentation will showcase a doctoral level course in instructional leadership and academic curriculum designed for students before they graduate and take their first faculty positions.

57. The teacher as hero

Paper/presentation — D H Holmes C

The hero's journey: Reimagining teacher education as metamorphosis

Matthew Schertz, University of Montana

The dominant media messages around teaching focus on the difficulties of the profession. We need to change these narratives by focusing on the teacher as hero. Joseph Campbell's breakdown of the hero's journey will serve as a framework to reimagine the teaching quest in 21st century America.

The teacher educator as hero—the *Don Quixote* version

Steven Jones, Missouri State University

Let's use Joseph Campbell's ideas to think through the teacher's quest in today's world—as suggested by Matthew Schertz, above. Let's use Miguel de Cervantes' *Don Quixote* to think about the quest of the teacher educator. Have I been jousting at windmills?

58. Working together to get it right

Paper/presentation — Orleans A

A phenomenological study of experienced educators supporting novice teachers

Lori Benoit, McNeese State University

This study delves into the experiences of veteran educators supporting novice teachers, informing recruitment and retention policies. Six main themes emerged, including challenges, best practices, leadership, rewards, legacy, and vision.

Why school climate matters: Using effective mentoring strategies and building a supportive school environment for early-career teachers

Kimberly McCuiston, Francis Marion University

Lindsay Simmons, Francis Marion University

This session will discuss how having a positive school climate with effective mentoring can increase the probability of teacher retention. We will discuss how this can transpire within a school.

Collaborative inquiry experiences between an institution and a childcare center

Meilan Jin, Western Washington University

This presentation unfolds the collaborative inquiry experiences occurring between an institution and a childcare center with the ultimate goal of developing a transformative model of ECE teacher professional development.

59. Scholars, practitioners, and doctoral students:

Learning and sharing with one another

Paper/presentation — Orleans B

Progress over perfection

Rachelle Wansik Donham, Baylor University

Progress over Perfection is a mindset that ensures success in a doctoral program through a one-on-one faculty/student relationship, established peer writing groups, a rigorous curriculum, and tenacious grit!

The need for multidisciplinary collaboration

Ashley E. Poklar, A Poklar Ponders, Capella University, and Sentinel Foundation

This presentation explores the benefits of a multidisciplinary Urban Education doctoral program and how it sets a precedent that is hard to uphold for recent graduates.

Empathy, collaboration, uncertainty, and creativity: Designing for possibilities

Monica W. Tracey, Wayne State University

Creating a safe space in a graduate classroom invites students to design for possibilities and drives empathy, collaboration, uncertainty, and creativity—and these, in a shared space, result in deep learning and transformation as scholars and practitioners. Come, join the experience.

60. “Grow your own”: A solution to the teacher shortage

Paper/presentation — Lafitte B

Recruiting educators: It is a whole new ballgame

Heather Schilling, Manchester University, Indiana

Stacy Stetzel, Manchester University, Indiana

Teacher preparation programs can no longer rely on others for enrollment. They must adopt a coach’s mindset, recruiting top candidates, offering signing celebrations, and investing in grow-your-own teacher programs.

Teaching academies: More than just recruiting for teacher education programs

Brita L. Williams, Central Washington University

Ian Loverro, Central Washington University

Teacher Academies aren’t just for recruiting the next generation of teachers. They encourage at-risk students to graduate from high school and prepare them to pursue a college degree.

Grow your own: Reflections on the role of educator preparation programs in the “Grow Your Own” initiatives

Curtis Cunningham, John Brown University

Participants will examine the role of educator preparation programs within “grow your own” initiatives—the pros and cons of such initiatives and the responsibility of educator preparation programs to engage.

Thirteenth Concurrent Session

4:15 – 5:15

61. Teaching experiences of Black men and women

Paper/presentation — D H Holmes B

The counter-narrative project: Centering the voices of Black male educators

David Sandles, CalState TEACH

This presentation will represent how approximately 125 Black male educators regard their experiences within education, what keeps them in the field, some of their challenges, and advice to other educators.

The impact of American K-12 education policy and practices and its impact on Black women teacher’s mental health and well-being

Jamēla Joseph, Howard University

Historically, Black women in America have been subjugated to inequality and brutality, and they have been devalued in both the American education system and the nation at large—all under the press of educational policies and practices.

62. Revising a doctoral program / Building a new one: Pitfalls and possibilities

Paper/presentation — D H Holmes C

Revising, reconstructing, and reinvigorating a curriculum studies doctoral program

Edward Podsiadlik, University of Illinois Chicago

This presentation tells the story of how a long-standing and highly regarded Curriculum Studies doctoral program was reconstructed in ways that would honor its past while moving forward with a reinvigorated identity.

The process (fight?) to build a doctoral program

Steven P. Jones, Missouri State University

Almost three decades of teaching at this, my beloved institution—always knowing we should have a doctoral program. This presentation tells the bloody story of how we made it happen—if we get that one last governmental approval.

63. Prosocial education: Reigniting empathy and humanity in education

Presentation/Collaborative workshop — Lafitte B

Prosocial education: What is it? What effect does it have on educators and learners? How do we foster it in our practice?

Haylee Anderson, eMINTS Professional Learning, University of Missouri-Columbia

Jennifer Foster, eMINTS Professional Learning, University of Missouri-Columbia

In this collaborative workshop which seeks to reignite empathy and humanity in education, attendees will participate in active learning strategies to learn about prosocial education, its effect on stakeholders, and how to foster it.

64. Investigating the “better” and “best” practices in working with younger students

Paper/presentation — Orleans A

Teacher knows “best?” An exploration of unsettled beliefs and re/framings of “best” practice in early childhood education

Emmanuelle Fincham, Western Washington University

Carrie Brennan, Western Washington University

Meilan Jin, Western Washington University

In this presentation, we look across our stories that question the dominant ideal of “best” practice in early childhood teaching, from multiple perspectives as classroom teachers, teacher educators, and researchers.

Inspiring students with stories!

Laura Staal, University of North Carolina Pembroke

The *Story Face Reading and Writing Strategy* is an original adaptation of story mapping that provides a visual framework for understanding, identifying, and remembering elements in narrative text. It is learned through discovery and appeals to students of all ages and abilities.

65. Building a more diverse teacher pipeline

Panel discussion — Orleans B

**“Why would I want to go into a teaching profession in schools that didn’t want me?”
said the young Latino student**

Patricia Stall, California State University San Marcos

Anne René Elsbree, California State University San Marcos

Lisa Hertzog, Southern California Professional Development Federation

Eric Ginsberg, Helix Charter HS / San Diego State University

This is the story of a regional partnership, including a teacher preparation program, the county office of education, and high school programs, to build a more diverse teacher pipeline.

Fourteenth Concurrent Session

5:25 – 6:25

66. Combatting the teacher shortage in New Orleans

Panel discussion — D H Holmes B

Reviving education: Turning the tide on New Orleans’ teacher crisis

Henderson Lewis, Jr., Louisiana State University – Baton Rouge

Jeremy Cornell Brooks, Benjamin Franklin Elementary/Middle
Mathematics and Science School

Kendall McManus-Thomas, InspireNOLA Charter Schools

Explore how New Orleans creatively combatted its critical teacher shortage, transforming its educational landscape over five years through innovative strategies and systemic reforms.

67. The Educational Exodus – a film (in production)

Discussion (and trailer) of an educational documentary — Orleans A

The Educational Exodus

Michad Holliday, University of Arkansas

This film dissects the intricate layers of public education landscape as it documents how a small-town school struggles for survival against state takeovers, charterization, and the legacy of racial tension. The film is still in production, but the trailer will be shared.

68. Strategies for reviving historically underperforming schools

Paper/presentation — D H Holmes C

**The teacher shortage: A practitioner’s perspective on ensuring equitable access
to effective teachers through teacher transfer initiatives**

Gabriela Gui, Grand Valley State University, Michigan

This presentation discusses a practitioner’s view on addressing inequitable access to excellent teachers in historically underperforming schools by using financial incentive for the transfer of highly effective teams of teachers.

**School and community synergy: The impact of intergenerational literacy partnerships
on teachers, students, and their families**

Leigh Monistere, University of Pennsylvania

This presentation highlights the impact of a strategic and supportive school-community partnership that employs intergenerational learning through guided play. Findings support teacher motivation and confidence within students and their families.

**69. The future of teaching: Finding high school students,
and keeping STEM teachers**

Paper/presentation — Lafitte B

**Implementing strategic recruitment measures
in the Department of Education: Unlock Education**

Kathleen Williams, McNeese State University

Angel Ogea, McNeese State University

In this session, McNeese State University's education faculty will share their innovative method to recruit high school students into the teaching profession as well as the data results of this effort.

The future of teaching: A closer look at HBCU STEM faculty

Patrice Greene, University of the District of Columbia

We share results from an NSF-funded study aimed at better understanding the experiences of 27 STEM faculty at 20 HBCUs—this to contribute to the discussion of one of the conference theme questions: What does the future of teaching look like to you?

Wednesday, March 6th

Coffee and pastries

D H Holmes A

7:30—9:30

Fifteenth Concurrent Session

8:00 – 9:00

70. New people, with new tools, needed in new spaces

Paper/presentation — D H Holmes B

Recovering the “Missing Millions”: Adult learning and workforce development strategies in the Chicagoland partnership for semiconductors and microelectronics experiential learning (Mic2ExL)

Kimberly Black-Parker, Chicago State University

This presentation will discuss strategies for adult experiential learning and workforce development used in the NSF-funded grant project, Mic2ExL, to diversify the technology workforce in the Chicago region. Recommendations for creating similar projects will be given.

Equity and access to new tools in new spaces:

Functional, critical, and rhetorical literacies via programming-as-writing

Julia Hagge, Ohio State University

Development of functional, critical, and rhetorical literacies in online spaces is vital for participation in a global world. In this session, we explore these literacies within programming-as-writing and discuss instructional action.

71. Two contested curricular areas: Literacy and social studies

Paper/presentation — D H Holmes C

Teaching to transgress in literacy education

Luz A. Murillo, Texas State University

This presentation reflects on individual and collective decisions to resist or counter unjust practices in language and literacy education. What can be learned from decisions and actions to approach language and literacy in school in ways unofficial, frowned upon, or even sanctioned?

How an 18th century French aristocrat can inspire American social studies education

Cathleen Scura, Baylor University

Karon LeCompte, Baylor University

The educational emphasis toward STEM has left many students uninspired by social studies yet, when an educator links history to current outlooks and attitudes, history becomes recharged, relevant and relatable.

72. More diverse populations / More opportunities for teachers

Paper/presentation — Orleans A

Attitude adjustments: How your approach can ignite progress and unite students

Katie Scarborough, Samford University

This session explores how teacher educators prepare preservice teachers to meet the needs of ever-changing populations through innovative practices. Strategies apply to school leaders and those working with children and families.

Preparing teachers to teach in a global experience

Sherie Klee, Grand Valley State University

The world of teacher preparation needs to respond to the evolving needs and interests of new professionals. Preparing teachers to teach internationally in a global society offers them a choice.

73. Opening our eyes. . . and changing our practices

Paper/presentation — Orleans B

Future of teaching: Empowering immigrant youth through leadership workshops

Elizabeth Bifuh-Ambe, University of Massachusetts Lowell

This presentation serves as a forum for presenters to discuss our project enhancing teamwork and self-efficacy among immigrant youths, addressing conference question

74. Wouldn't it be fun to have even more high-stakes testing??!!

Paper/presentation — Lafitte B

The future of public education after the pandemic and two decades of failed education reforms

Aina Appova, Ohio State University

I discuss current issues and potential avenues for improving public education, teacher retention and student learning given the impact of COVID and 20 years of failed reforms and high-stakes testing.

Reflections on evaluation and curriculum theory

Caio Cezar Piraciaba de Brito, Louisiana State University

This paper is an exercise of thinking about evaluation and curriculum theory that aims to rethink the evaluation processes, perspectives, and its consequences and conceptions.

Sixteenth Concurrent Session

9:10 – 10:30

75. Building vibrant Masters and Specialist degree programs

Paper/presentation — D H Holmes B

Revising a poorly designed alternate route to teaching program into a quality Master of Arts in Teaching (MAT) degree

Ian Loverro, Central Washington University

How one institution replaced a poorly designed post-bac alternate route to teaching program with a comprehensive, thriving, online, MAT graduate degree.

Growing a graduate program using the cohort model: Our journey

Lynn Reed, Indiana University Southeast

Doyin Coker-Kolo, Indiana University Southeast

We describe the cohort model used in the Educational Leadership program at IU Southeast and its impact on K-12 partnerships and student outcomes. The presentation shares survey findings that highlight successes and challenges for expanding graduate programs.

Transforming school cultures through teacher leadership

Kathy Perez, Saint Mary's College of California

Teacher leadership is the key to advancing the profession. Gain an understanding of an innovative MA program in Teaching Leadership and how it has evolved to support improvement in schools.

76. Helping students with disabilities

Paper/presentation — D H Holmes C

What strategies do successful adults with learning disabilities utilize—and how can school teachers teach these strategies to prepare students with learning disabilities to succeed as adults?

Waseem Mazher, Bowie State University

How can students with learning disabilities become independent and successful as adults? This presentation examines peer-reviewed literature on personal narratives of successful adults with learning abilities, discusses themes related to their life success, and suggests instructional ideas for teachers.

Navigating perspectives: Demystifying disability in education

Christine Fisher, University of Nebraska Kearney

This presentation delves into the transformative impact on education that Emily Ladaus "Demystifying Disability" has had—advocating for inclusivity and reshaping teaching practices for students with disabilities.

How can teacher education disrupt the dis/ability complex in teacher education?

Kelly E. Demers, Saint Anselm College

Laura M. Wasielewski, Saint Anselm College

This essay explores how teacher education programs can disrupt structural ableism in K-12 schools by embracing theoretical approaches and pedagogical possibilities rooted in critical disability studies, posthumanism, and crip theory.

77. New technologies being used in schools—and how they can help

Paper/presentation — Orleans A

Empowering educators: Integrating TPACK, Backward Design, and Ed 1.0-3.0 for equity-centered disciplinary literacy

Madeleine Mejia, California State University Fullerton

This presentation outlines transformative teaching practices of TPACK, Backward Design, and Ed 1.0-3.0 that foster critical thinking and equity in disciplinary literacy through technology-enhanced, culturally sustaining curricula.

HSP through the eyes of in-service and pre-service teachers

Pavel Samsonov, University of Louisiana at Lafayette

HSP is a powerful online interactive tool as seen by the pre-service and in-service teachers.

Exploring the impact of learning pods in modern education

Henderson Lewis, Jr., Louisiana State University

Stacy-Ann Campbell, Louisiana State University

Veysel Altunel, Louisiana State University

This presentation examines the rise of learning pods during COVID-19, their effect on education, and strategies for effective integration into existing educational systems.

78. How are we doing with mathematics education?

Paper/presentation — Orleans B

Math education in America vs. children's number knowledge: A critical analysis

Shushan Vardanyan, University of Mississippi

Katie Amidon, University of Mississippi

How do we teach and assess numbers in early childhood education? A critical examination of the concept of numbers and the American math education system.

Does pressure cause adults to rely on stereotypes when evaluating children's potential in math?

Emily Lyons, Springfield College

This talk shares findings from an experiment that tested impacts of heightened pressure on adults' perceptions of children's mathematic potential and considers implications for diversity and inclusion in math.

English learners and schema-mediated vocabulary in mathematical word problems: Action for educators

Julia Hagge, Ohio State University

Aina Appova, Ohio State University

The prevalence of schema-mediated vocabulary in mathematical word problems can be problematic for English learners. In this session, we explore examples and discuss implications and action for teaching and teacher education.

79. Two alternative pathways to teacher certification

Paper/presentation — Lafitte B

School paraprofessional to teacher licensure pipeline:

LSUA's response to the demand for teachers

Morgan Willis, Louisiana State University of Alexandria

The LSUA EduCare Online Bachelor's degree allows students to work full time and earn a degree and state certification on their own schedule. Certification becomes accessible to fit the needs of those seeking teacher licensure.

Alternative pathway to teacher certification in Pennsylvania

Darlene B. Marnich, Point Park University

As the only provider of this alternative certification path in Pennsylvania, this presentation describes the partnership between Point Park University and ABCTE to help alleviate the teacher shortage.

Project NURTURE: Creating a teacher pipeline through teacher residency

Gwen Benson, Georgia State University

Susan L. Ogletree, Georgia State University

The presenters will share the implementation of Project Nurture, which increases the number of teachers through multiple teacher residency models. Evidence-based practices will be presented and discussed to create a pipeline of potential teachers.

Seventeenth Concurrent Session

10:40 – 11:40

80. Sidebar room

Paper/presentation — D H Holmes B

10:40 – 11:10

Instructional video: What do students think?

Pavel Samsonov, University of Louisiana at Lafayette

This paper is based on the data collected from the student survey offered at completion of classes on educational technology. Suggestions are made on the desired formats of video.

11:10 – 11:40

Walking in another's shoes: Using Monopoly to understand the lived experience of redlining

Toyosi Stephen Adedara, Baylor University

Karon LeCompte, Baylor University

In this study, we play Monopoly to explore governmental policies regarding red-lining congressional districts. Students explore what it feels like to be constrained by laws that affect housing choices.

81. Let's stay positive about the state of teaching

Paper/presentation — D H Holmes C

Addressing the teacher shortage: The role of positive affirmations

Gelinda Machell Dailey, University of Arkansas at Pine Bluff

Explore how positive affirmations can combat teacher shortages by boosting morale and retention, featuring psychological insights, case studies, practical strategies, and success stories in educational environments.

Strangled? Breathing life back into education:

Metaphors, research, and notes from the classroom

Greg Matthias, University of Wisconsin Stout

Tara Cosco, Milligan University Tennessee

In a time of teaching post-COVID-19, budget reductions, and teacher burnout, our presentation may provide some hope and breathe life back into the joys of teaching.

82. Recruiting to attract quality candidates from diverse backgrounds

Panel discussion — Orleans A

Diverse recruiting through education's current issues:

A collaborative approach to teacher preparation and support

Tatiana Rivadeneyra, Alliant University

Theresa Matteson, Alliant University

Tamara Andersen, Alliant University

A panel discussion that shares ideas about how to recruit diverse candidates into teaching amidst difficult issues facing education. Engage with experts for strategies benefiting both educators and districts.

83. Looking at special education—Problems and solutions

Presentation/panel — Lafitte B

Why do special education teachers leave the profession? Are we listening?

Nancy Rice, University of Wisconsin – Milwaukee

Primary reasons teachers gave for leaving the special education profession are provided. Can listening to teachers' concerns provide us with new approaches to PK-12 education and teacher preparation?

Answering the teacher's cry: How one university supports in-service teachers while creating effective pre-service teachers

Kellie Fondren, Mississippi State University

Breana Jamison, Mississippi State University

Patricia Hampshire, Mississippi State University

This panel discussion looks at the role of co-teaching in addressing teacher shortage in special education. Topic will include leadership, interagency collaboration, preservice teacher preparation, and models of implementation.

Eighteenth Concurrent Session

11:50 – 12:50

84. Recruiting teachers of color

Paper/presentation — D H Holmes B

Recruiting and supporting educators of color in teacher preparation programs

Courtney Wait, University of New Orleans

In this presentation, two books—Picower and Kohli’s *Confronting Racism in Teacher Education* and Gabbadon’s *Support and Retain Educators of Color*—will be put in conversation with one another to explore how teacher preparation programs can improve recruitment and support of educators of color.

85. Challenges and success

in early childhood and elementary classrooms

Paper/presentation — Orleans A

The many hats worn by teachers: Perspectives from elementary educators on their role

Emily Lyons, Springfield College

This talk shares findings from an original mixed methods research study exploring elementary educators’ ($n = 49$) perspectives on the academic and non-academic roles they play in their students’ lives.

Evaluation and appreciation of the early childhood education profession: Lessons learned during COVID-19 and recommendations for early childhood education policy

Raquel Plotka, Pace University

This presentation discusses changes experienced during COVID-19 related to the evaluation and appreciation of the early childhood education profession, while proposing policy recommendations based on lessons learned during the pandemic.

86. Challenging accepted ideas about curriculum and teaching

Paper/presentation — Orleans B

My love language is decolonial lesson planning: A presentation and invitation to embrace healing in the classroom

Adrienne Mitchell, Washington State University

The work of “American educators” could be aligned with the Indigenous concept of Elders. I suggest our classroom Elders do the work of calling-out colonial systems that dictate accepted societal ways of being, knowing, and teaching. Doing so can lead to *entire* classroom healing and joy for learning.

Reflections on curriculum theory and the body

Caio Cezar Piraciaba de Briton, Louisiana State University

This presentation is about the body within curriculum theory in the sense of a living body, a subject, as a unit of social, organic being, the being of experience, living and culture.

Conference Summation

12:55 — 1:30

Lafitte B

We'll take a few minutes to:

Review what we've learned during our time together

Talk about publication opportunities with the Academy for
Educational Studies

Remind ourselves of the upcoming CQiE gathering:

CQiE Symposium in Pittsburgh (October 28 — 30, 2024)

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Executive Director, Academy for Educational Studies

Steven P. Jones, Missouri State University

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, Editor of the journals, at ec-sheffield@wiu.edu

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