

# CRITICAL QUESTIONS IN EDUCATION



*How should we prepare new teachers?*

*The Critical Questions in Education Conference is  
presented by the Academy for Educational Studies.*

*See our website at:*

*<http://education.missouristate.edu/acaded/>*

*Critical Questions  
in Education Conference  
held November 8<sup>th</sup> and 9<sup>th</sup>, 2010  
at the Ambassador East Hotel  
in Chicago, Illinois*



## **Critical Questions in Education Conference**

Presented by the  
**Academy for Educational Studies**

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**How should we prepare new teachers?**

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**Ambassador East Hotel  
Chicago, IL  
November 8<sup>th</sup> and 9<sup>th</sup>, 2010**

The mission of the Academy for Educational Studies is to foster a community of inquirers and provide a public space for debate and dialogue about important questions in education. The Academy encourages those interested in education, teaching, and learning to engage in thoughtful reflection, discussion, and critique of educational theory and practice. Involving people from across the state, region and country, the Academy promotes this vital dialogue by arranging education conferences and symposia and by creating publishing opportunities connected with Academy events. The Academy supports research efforts of graduate and undergraduate students and assists in the design and delivery of teacher education courses at both the graduate and undergraduate level.

Cover design by Katherine Smith, senior  
Art Education major, Missouri State University

# Critical Questions in Education

## Conference Program

**Monday, November 8**

**8:15**

### **Greeting and Announcements**

Steven P. Jones  
Director, Academy For Educational Studies  
Press Room

**8:00 – 11:00**

**Conference registration  
Continental breakfast  
Gold Coast**

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### **First Concurrent Session**

**8:30 – 9:20**

#### **1. Cultivating creative thinking** LaSalle

##### **The missing piece of teacher education**

Rena Shifflet, Illinois State University  
Vicky Morgan, Illinois State University  
Nancy Latham, Illinois State University

Teacher candidates must be educated to recognize and cultivate creative thinking in future students as part of meeting individual needs. Currently, teacher education programs are not addressing this issue.

##### **Design of thinking visualization activities**

Yan-Chao Sun, East China Normal University,  
Indiana State University (visiting scholar)

This presentation addresses the design of thinking visualization activities and introduces the theoretical basis and preconditions of such thinking, together with an example.

#### **2. Planning how to rekindle a love of learning**

Dearborn

**In kindergarten students love school—By 5<sup>th</sup> grade they loathe it:  
Reasons students dislike school and what educators can do to bring  
the love back!**

Twila Lukowiak, Bradley University

Students love school in kindergarten, but some come to hate it. What can educators do to inspire students and rekindle their love and enthusiasm?

**How to teach in 3D: The role of decision-making in effective teaching**

Jim Varney, Aurora University

3D teaching—the decisions you make before, as, and after you teach—can facilitate excellent teaching by creating added depth, richness and texture, adding a new dimension to teaching.

#### **3. Special Education**

Lake Shore

**How should we prepare new special education teachers?**

**A study focused on key assessments**

Kathryn L. Servilio, Elmhurst College  
Lisa Burke, Elmhurst College  
LuEllen Doty, Elmhurst College

This session focuses on conducting quality special education assessments with students in a four-year special education program. Topics addressed include assignments, fieldwork, probes, and exams.

**Understanding the active child in your classroom**

Kayla Barclay, Missouri State University

Understanding the active child in your classroom will focus on students with ADHD/ADD and ways for new and veteran teachers to accommodate such students in their classrooms.

#### **4. Redesigning teacher education around seven essential questions**

Panel discussion

Astor

**Using essential questions for developing collaborative leaders:  
Organizing teacher education methods “cohortial” coursework**

Susan R. McIntyre, University of Wisconsin—Eau Claire  
Deb Pattee, University of Wisconsin—Eau Claire  
Mickey Kolis, University of Wisconsin—Eau Claire  
Alan Rieck, University of Wisconsin—Eau Claire  
Vanessa Murphy, University of Wisconsin—Eau Claire

This presentation will present a 6-year project in which five methods courses for preparing middle-secondary and kindergarten-secondary pre-service teachers provides an alternative, innovative and data-driven format.

### **5. Building an insurgent teacher education program**

Press Room

#### **Toward a dialectical materialist approach in education: Beginning with an insurgent teacher education program**

Faith Agostinone-Wilson, Aurora University,  
George Williams College

Adam Renner, Bellarmine University

Despite the acceleration of capitalist attacks on the working class, education remains mired in small step reformism. The presenters will provide an overview of reformist mythology while presenting a dialectical teacher education program.

## **Second Concurrent Session**

**9:30 – 10:40**

### **6. Alternative certification**

Astor

#### **Improving traditional teacher education programs: Lessons from alternative teacher education programs**

Rachel Adeodu, Northeastern Illinois University

While traditional teacher education programs still hold great benefits in the preparation of teachers, alternative teacher preparation programs offer many lessons and ideas that could enrich traditional teacher preparation methods.

#### **Is there still a need for a teacher education program?**

Barry R. Thompson, Augusta State University

William Gray, Augusta State University

Andrew Kemp, Augusta State University

State educators choose the qualifications needed for teachers. The need in many cases exceeds the demand. With so many alternatives to earning teaching qualifications, is there a need for a teacher education program?

#### **Comparing traditional and alternative routes of teacher preparation—Apples to apples or apples to oranges?**

Jennifer Jill Niedzielski, Michigan State University

Traditional vs. alternative routes of teacher preparation: Should they, and can they, be compared as two like entities in competition with each other? Understanding the consequences of a competitive comparison.

## **7. Diversity and cultural politics**

LaSalle

### **Why the critique? The implications of asking “How should we prepare new teachers?”**

Paul Parkison, University of Southern Indiana

The epistemological bias orienting teacher preparation alienates a portion of teacher educators who submit to the policy paradigm in order to continue in their mission. This phenomenon must be explicated.

### **Training pre-service teachers: Culturally responsive teaching is everyone’s responsibility**

Shonta M. Smith, Southeast Missouri State University

Session organizes a dialogue that explores culturally responsive teaching as it relates to pre-service teachers. Participants will share reflections and identify ideas and issues that can improve pedagogical practices.

### **Preparing new teachers from diverse backgrounds for success in diverse settings**

Rosita Lopez, Northern Illinois University

Iliana Marcano, Northern Illinois University

This session addresses inequities in traditional teacher education programs that do not adequately address generational and diverse backgrounds in new-teacher preparation programs and how to teach in diverse settings.

## **8. Books, Libraries, and Reading**

Dearborn

### **Some little known facts about school libraries—and why they matter to you**

Carol A. Deering, Earth Resources Technology, Contractor to the  
U.S. Geological Survey

Teacher education programs must act upon a half-century of research illustrating the positive impact of school libraries and design programs that promote the library as an effective curricular resource.

### **Are reading teacher education programs enabling an underprepared and apathetic workforce?**

Chyrese S. Wolf, Chicago State University

This session presents a theoretical and practical base relative to the policy structures, the standards movement, NAEP results, and curricular frames. Discussion of how to prepare reading teachers and specialists for middle and high schools.

### **A teacher preparation program’s response to new ideas: Visual phonics**

Marta Abele, University of Dubuque

Visual phonics is a multisensory strategy that represents the sounds in our language in a visible, concrete way using hand-shape cues and corresponding written symbols that effectively help all readers connect speech to print.

## 9. Rethinking traditional teacher education programs

Lake Shore

### Survive *and* thrive! Redesigning teacher education for relevant, innovative, adaptive preparation

Belinda Gimbert, The Ohio State University

Anika Ball Anthony, The Ohio State University

Arnetha Ball, Stanford University

Challenges and opportunities lie ahead for relevant, innovative, adaptive teacher preparation programs to undertake the ambitious work of adopting organizational learning to thrive, not simply survive, despite the complexity of 21<sup>st</sup> century school and policy contexts.

### Teacher education at the crossroads: Unanswered questions, unknown destinations

Fernando Naiditch, Montclair State University

This paper outlines the paradoxical pressures that constitute the context for the crisis in teacher education today and identifies critical areas and questions that educators and society need to address.

### Teacher preparation: Ready, set, adapt?

Jean Ann Foley, Northern Arizona University

What happens when there are disparate views concerning the primary value of teacher preparation? This session discusses the consequences when epistemologies for changing schools and adapting to changing schools collide.

## 10. Confronting Major Figures:

### Rousseau, William James, and Quintilian

Press Room

### Physical inoculation and moral invulnerability: Dipping Emile into the (French) Styx

Jerry Pillsbury, Western Michigan University

Rousseau tries to teach Emile the ancient virtue of *sophrosyne* so as to inoculate the boy's body to errors and vice. Analysis, followed by questions and comments.

### The contemporary educational significance of William James' *The Moral Equivalent of War*

Kerry Burch, Northern Illinois University

This paper revisits William James' 1906 essay *The Moral Equivalent of War* in order to mine its potential as a blueprint for developing robust anti-war pedagogies.

### The Art of Teaching

Pauline Nugent, Missouri State University

Quintilian was the first Roman teacher to set up a genuine public school and receive a salary from the State. This paper culls principles and approaches for teacher training that are sound, humane, and have stood the test of time.

## Third concurrent session

10:50 – 12:00

## 11. Encouraging reflective teaching

LaSalle

### Content-based critical thinking: Creating reflective teachers by creating reflective learners

Karla Smart-Morstad, Concordia College

David P. Morstad, University of North Dakota

A model of teacher education reform that first creates reflective learners, then educates them to be reflective teachers. The link between learning content and critical thinking is emphasized to enhance both.

### $a^2 + b^2 = c^2$ : More than just a theorem?

Michelle Brown, Missouri State University

The challenges and struggles faced by four future math teachers in searching for a deeper meaning in, and their own emotional engagement with, the infamous Pythagorean theorem.

### Teaching to change: Shifting instructional behaviors and motivation through narrative self-study and reflective practice

Thomala Wright, North Clayton High School (Georgia)

Reflective practice and narrative self-study are essential practices in teacher certification programs; however, practicing educators can utilize these tools to cultivate continuous professional development through experiential learning and active reengagement.

## 12. Performance-based assessment of teachers

Dearborn

### The implementation process in changing to the use of student growth measures to evaluate teachers and/or pay teachers for performance

Joseph J. Matula, Governors State University

This session will examine and recommend the steps leading to the successful implementation of the use of student growth measures in evaluating teachers and/or paying teachers for performance, particularly the factors needed to develop a fair and open process.

### Exploring a performance-based approach to teacher preparation programs

Martin H. Jason, Roosevelt University

Incorporating a performance-based approach as an integral component of teacher preparation is advocated. How this approach would be applied in teacher preparation and on-going professional development programs is covered.



**Steps in a new direction: An evaluation of performance-assessment for teachers**

Kirsten Helmer, University of Massachusetts, Amherst  
Amy Lenard, University of Massachusetts, Amherst  
Gina Mazzarella, University of Massachusetts, Amherst  
Ken Tamai, University of Massachusetts, Amherst

This paper presents findings of an investigation of a performance-based assessment instrument for teachers that involved teacher candidates from the School of Education at the University of Massachusetts, Amherst.

**13. Philosophical perspectives**

Astor

**Kinds of critical: Fundamental differences for teaching and learning**

Kara L. Lycke, Illinois State University

This paper considers the assumptions underlying two teaching approaches—*critical thinking* and *critical pedagogy*. Their philosophical traditions and especially their influence on teaching, learning and educational goal-setting is examined.

**Value-creating pedagogy and humanitarian competition: New theoretical and practical frameworks in U.S. education**

Jason Goulah, DePaul University  
Diana Pugh, DePaul University

This paper promotes Daisaku Ikeda and Tsunesaburo Makiguchi's value-creating pedagogy and humanitarian competition as necessary philosophies for preparing new teachers in a time of NCLB and Race to the Top.

**Mission and education: An approach to being and knowing**

Carmen E. James, Teachers College, Columbia University

Using the poetry of Rainer Marie Rilke and Martin Heidegger's "What is called thinking," this paper seeks to understand a new way of approaching the world that rejects definitions, theories and models and instead advocates an attentiveness and active engagement with the world that necessitates a continual reappraisal of the world.

**14. Preparing students for urban classrooms**

Lake Shore

**Attrition factors affecting the self-efficacy of pre-service teachers in Title I schools**

Cathy Pearman, Missouri State University  
Ching-Wen Chang, Missouri State University

Experiences in early practica can affect pre-service teachers' sense of efficacy causing them to doubt their potential as teachers. Discussion will address importance of adequate preparation for early field experiences.

**Which kind/amount of experiences are needed to prepare pre-service teachers for urban schools?**

Kiran Padmaraju, Eastern Illinois University  
Queen Ogbomo, Lincoln International Studies School

This presentation will examine the challenges of preparing pre-service teachers for urban school. Existing literature of best practices will be used to provide the context for discussion.

**Are teacher education programs preparing beginning teachers for the realities of the classroom?**

Sam Hardy, III, Augusta State University  
Thomas E. Deering, Augusta State University

Are too many pre-service teachers completing their student teaching in suburban or rural schools? If so, are they prepared for the realities of teaching in an urban setting?

**15. Educational technology**

Press Room

**Digital natives as students and teachers**

Amy Spears, Lindenwood University  
Beth Kania-Gosche, Lindenwood University

Technology plays a major role in our world. Teacher education programs need to integrate technological tools in their courses to better prepare pre-service teachers for their future in the classroom.

**Lunch (on your own)**

**12:00 - 1:15**

## Fourth Concurrent Session

1:15 - 2:05

### 16. Developing social interaction skills in teacher education classes

Panel discussion  
LaSalle

#### Social interaction at work in teacher education courses: Does it work?

Beth Hurst, Missouri State University  
Randall Wallace, Missouri State University  
Sarah Nixon, Missouri State University

Three panelists will discuss their findings from a study of students' perceptions of the learning value of social interaction in graduate and undergraduate teacher education courses.

### 17. The shift from face-to-face instruction to distance education

Interactive symposium  
Press Room

#### Further down the spiral: Reconceptualizing the dynamics of market driven university systems

Michael Fitzpatrick, New Mexico State University

This symposium deconstructs three implications related to the shift from face-to-face instruction to distance education which requires professors to reconceptualize their instructional pedagogy when preparing pre-service and in-service educators.

### 18. Critical pedagogy—educating African American youth

Panel discussion  
Dearborn

#### The power of pedagogy: Critical consciousness, political awareness and achievement among urban African American youth

Roderick J. Watts, Graduate Center, City University of New York  
Shawn Ginwright, San Francisco State University  
Robert J. Jagers, University of Michigan

It is high time for critical pedagogy in the education of African Americans that leverages their culture and life experience. With emancipatory education as the aim, we consider research and interventions for critical thinking and critical consciousness.

## 19. Professional development as a liberal art

Panel discussion  
Astor

### Teachers as learners: Teacher professional development as a liberal art

Stephanie Mackler, Ursinus College  
Stewart Purkey, Lawrence University  
Theresa Burant, Marquette University High School (Milwaukee)  
Laura DeSisto, Appalachian State University  
Brian Bartel, Appleton West High School (Appleton, WI)

This panel introduces an ongoing professional development program grounded in the liberal arts and proposes this as an alternative to technique-oriented, deficit models of pre- and post-certification teacher education.

## 20. The view from counselor educators

Lake Shore

### How do we foster educators' dispositional development? Preliminary results of a mixed methods study on encounter groups

Jef Cornelius-White, Missouri State University

After a brief review of theory and meta-analytic support, this paper presents qualitative and quantitative evidence of the effectiveness of encounter groups for disposition development.

### Out of the fishbowl and into the water: Reflections on facilitating a group experience to develop leadership skills in school counseling students

Andrew Bland, Indiana State University

A course instructor discusses his students' full-time direct experiential involvement in a small group as an alternative to the more common "fishbowling" technique in a graduate-level course in group process.

## Fifth Concurrent Session

2:15 - 3:25

### 21. The need for social activism

Astor

#### An education for discontent: W.E.B. Du Bois as model

Don Hufford, Newman University

The future teacher, immersed in a social foundations classroom, may be nudged into an activist mindset by a dialogical classroom exposure to the life and writings of W.E.B. Du Bois.

#### The civic aesthetics of activism: Educating teachers for change

Eric C. Sheffield, Missouri State University  
Jessica A. Heybach, Aurora University, Northern Illinois University

Civic activism is an aesthetic experience that can deeply transform both individuals and communities. As such, it is deeply educational and teachers at all levels should be prepared and encouraged to incorporate it into their practice.

### **Preparing teachers to be educational policy advocates**

Annalee Good, University of Wisconsin—Madison

Adriane Williams, West Virginia University

Although teachers are central to *implementation* of policy, they often are marginal to its *creation*. We will present findings from our study of a program created to develop policy advocacy skills in pre-service teachers.

## **22. Educational technology**

LaSalle

### **Prepare pre-service teachers to teach online: Design and implementation**

Leping Liu, University of Nevada, Reno

This paper introduces the strategies, procedures, and activities of an online training course that prepares pre-service teachers to teach online. ADDIE instructional design model is applied. Tips and issues are discussed.

### **Beyond Web 2.0: Preparing teachers for the new digital literacy**

Ching-Wen Chang, Missouri State University

Cathy J. Pearman, Missouri State University

Nicholas W. Farha, Logan University

To prepare pre-service teachers for their "digital native" students, educators have an obligation to introduce these future teachers to the tools that have emerged from the post-Web 2.0 era, currently referred to as Web Squared, Web 3.0 and the Semantic Web. Demonstrations offered.

## **23. Alternative certification**

Dearborn

### **Alternative certification programs: Are completers able to promote student learning? An analysis of peer-reviewed research**

Marietta Giovannelli, University of Illinois—Chicago

This study investigates peer-reviewed literature on alternative teacher certification programs in the United States that report information about the nature of the programs under study. The purpose of this study is to learn how well completers of these programs are able to promote student learning.

### **Alternative certification as a strategy for recruiting and supporting high quality math, science and language arts teachers**

Sylvia Smith-DeMuth, Northwestern University

Ken Rose, Northwestern University

Identification of key elements of alternative certification programs that account for teachers' success and long-term retention of "high needs" urban schools.

### **Countering the "those who can't do, teach" myth with an alternative teacher education program that produces new teachers who "can" teach**

Kathleen A. Travers, University of Maryland

This paper describes a study of a successful alternative secondary teacher education program in a large highly diverse metropolitan area. Offers suggestions about the design of alternative certification programs.

## **24. Pre-service teacher action research**

Symposium/Panel

Press Room

### **Pre-service teacher action research: Preparing reflective practitioners**

Diana Piccolo, Missouri State University

Roberta Aram, Missouri State University

Tamara Wallace, Missouri State University

Ashley Allhands, Missouri State University

Action research as an alternative approach in preparing teachers to reflect on their underlying beliefs about teaching and learning and their subsequent practice. Course summary, outcomes, pitfalls, and promises will be addressed.

## **Keynote Address**

**3:45 — 5:00**

**Lake Shore/Astor/Gold Coast**

## **Rethinking Education: An Overview of a Work in Progress**

Philip W. Jackson  
University of Chicago

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Informal gathering  
Monday evening, 8:00  
The Pump Room Bar



**Tuesday, November 9**

**8:00 – 11:30**

**Conference registration  
Continental breakfast  
Gold Coast**

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**Sixth Concurrent Session**

**8:30 – 9:20**

**25. Teacher education and the liberal arts**

LaSalle

**Popcorn practicum: Broadening the role of the liberal arts  
in education departments**

Stephanie Mackler, Ursinus College

Alexandra Wilson, Ursinus College

This paper asks us to broaden our notion of the role of the liberal arts in education departments through discussion of one class that examines Hollywood films about school.

**Do we educate or train educational leaders?**

Thomas Deering, Augusta State University

Are schools led by educators with a firm foundation in the liberal arts or managed by administrators steeped in management theory and finance? What does each approach mean for our schools?

**26. Alternative certification**

Panel discussion

Dearborn

**Benefits of alternative certification programs: How do they compare  
to traditional certification?**

Stephanie Matlock, Missouri State University

Donald R. Duffy, Jr., Missouri State University

Aaron J. Hoadley, Missouri State University

Kayla Barclay, Missouri State University

The presenters will discuss the life experiences that brought them to the field of education and the Master's in Teaching (MAT) program at Missouri State University. Each presenter will discuss a topic related to alternative certification programs.

**27. Educational technology**

Panel discussion

Astor

**Key factors to successful online programs**

Feng-Qi Lai, Indiana State University

Susan Kiger, Indiana State University

Della Thacker, Indiana State University

Steve C. Yuen, University of Southern Mississippi

Leping Liu, University of Nevada—Reno

Online programs now take a critical role in teacher education. This panel discussion covers key factors contributing to successful online programs in a format of questions and answers with audience.

**28. Action research**

Symposium

Lake Shore

**Action research to improve classroom-based instruction**

Noble Corey, Indiana State University

Larry Tinnerman, Indiana State University

This session suggests ways instructors can elicit effective action research from students, including communication strategies, formats, feedback processes, and assessment strategies.

**29. Professional development  
and profession development schools**

Press Room

**A case for professional development schools: Transforming  
teaching and learning**

Patricia C. Kornelis, Dordt College

The professional development schools (PDS) model exemplifies the essential components needed for positive educational change. Focusing on collaborative partnerships between the university and K—12 teachers, preparation of future teachers is enhanced and K—12 student learning outcomes are improved.

**Professional development in social studies—A tale of two schools**

Annie McMahan Whitlock, Michigan State University

Presentation of research around using professional development to prepare teachers to improve the use of classroom assessments in social studies, and its impact on changing school and classroom priorities in the subject.

## Featured Discussion

9:30 — 10:40

Lake Shore/Astor/Gold Coast

# What is the role of philosophy in educational culture?

Rene Arcilla  
New York University

David Hansen  
Teachers College,  
Columbia

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## Seventh Concurrent Session

10:50 - 12:00

### 30. Focus on assessment

LaSalle

#### Using test data to increase student achievement

Nancy W. Sindelar, Roosevelt University

The critical questions surrounding testing are considered in light of new test scoring and reporting options for analyzing test results to inform instruction, monitor students' progress and increase student achievement.

#### Has the pre-service teacher portfolio met expectations? Reflections on eight years of implementation and change

Odette Bruneau, Luther College

Andrea Bie, Rosemount, Apple Valley, Eagan School District

This presentation documents the 8-year development and implementation of a portfolio process in the teacher education department at a small liberal arts college with attention to continuing issues and the achievement of original goals.

#### Using formative assessment to transform reading and writing instructions

Florence Omachonu, University of Wisconsin—Platteville

How to use formative assessment to transform instruction and improve students' intended learning outcomes and identify when to make adjustment decisions while monitoring the effectiveness of ongoing instructions.

## 31. Issues in higher education

Dearborn

### Accreditation, assessment, and accountability: Higher education under fire

Michael D. Wohlfeil, Concordia College

Demands for transparency and accountability from policymakers and the general public have transformed the landscape of higher learning in recent years. This presentation describes and discusses the impact of some of these changes.

### The preparation of teacher educators: The specialization pitfall

Amy C. McAninch, Rockhurst University

This paper argues that the doctoral preparation of teacher educators should include both study in an area of specialization, such as math or science education, but also a strong theoretical component in the history and philosophy of teacher education generally. Teacher educators need to study their own foundations.

### How can higher education improve the retention rates of their doctoral students?

Cassie Storlie, University of Iowa

Mandy Biggers, University of Iowa

Junfei Lu, University of Iowa

Iowa Education Fellows is an inspiring professional development program for College of Education Ph.D. students with specialized programming to develop retention, confidence and competence in teaching, research and service.

## 32. Moral issues

Astor

### Mall rats, mighty-moms and consumer-citizens: Parental escort policies and the sociospatial control of youth

Carolyn Vander Schee, Northern Illinois University

Mall curfews and parental escort policies are examined for the ways they inform understandings about tensions and contractions that exist among notions of youth/adulthood, protecting/being protected, consumption/citizenship, freedom/governance, and access/exclusion.

### Educating the complete child: The role of morality in public schools

Alicia Lyons, Missouri State University

This presentation will address the moral shortfalls of public education and how we as educators might better serve the needs of students in the twenty-first century.

### Pitfalls to Zero Tolerance Policy

Jennifer Hernandez, University of Missouri—St. Louis

This paper highlights the pitfalls students, teachers, and principals face in handling discipline since the implementation of Zero Tolerance towards students in public schools. The author links the use of Zero Tolerance Policy to mass incarceration in the United States.

### 33. Issues in licensing and certification

Lake Shore

#### Preparation for teacher certification exams

Jerry Whitworth, Texas Woman's University

This presentation will describe the Preparation and Review for Educator Proficiency program to prepare students for teacher certification exams. Participants will be provided strategies for assisting students in succeeding on the exams.

#### Why is teacher licensing in Indiana irrational?

Robert Boostrom, University of Southern Indiana

This paper looks at teacher licensing (in one state) as a way of getting at implications for teacher education (more generally). The paper asks how emphasis on alternative routes to teaching licensure affects how we think about teacher preparation in general.

#### Indiana's revisions for Educator Preparation and Accountability (REPA): How should teacher educators respond to state changes in certification?

Chad A. Becker, Indiana State University

Teacher educators should respond to state certification changes by keeping historical perspective and staying organized. The purpose of this presentation is to help teacher educators identify characteristics of state-level changes in teacher certification in order to elicit more informed responses.

### 34. Diversity and urban issues

Press Room

#### Imagining a utopian teacher education: Transforming an early childhood teacher preparation program in an urban university

Debra Wisneski, University of Wisconsin—Milwaukee

Nancy File, University of Wisconsin—Milwaukee

Jennifer Mueller, University of Wisconsin—Milwaukee

This presentation describes one urban teacher education program's transformation through "conscientization" and cultural reflectivity and the challenges encountered in preparing teachers for a multicultural society and supporting minority teachers.

#### Expanding attention and responses to social diversity in schools through teacher preparation and development

Thomas P. Thomas, Roosevelt University

Gregory Hauser, Roosevelt University

Recognizing of social diversity among students in U.S. schools has prompted alternative approaches developed by government agencies and academics. Both approaches are critiqued as limiting consideration of social difference and in providing meaningful preparation for educating for social diversity.

### The creep of cultural deficit ideology:

#### The opportunities to get in its way

Rachel Martin, Stockton College of New Jersey

This presentation offers new ways to shake up white teachers' seemingly intractable cultural deficit thinking. Many of us offer the lone multicultural course. This presentation will consider how we challenge assumptions of "deficiency" when other coursework may simultaneously reinforce it.

### Lunch (on your own)

12:00 – 1:15

### Eighth Concurrent Session

1:15 – 2:05

### 35. Thinking carefully about educational technology

LaSalle

#### Post-Postmanism: Critical encounters with the "new literacies"

Steven Weiland, Michigan State University

Faced with reformist zeal on behalf of the technological transformation of education, teacher educators and their students can capitalize on critical encounters with the "new literacies" in being judicious and effective in the digital age.

#### Reading Neil Postman: What television and technology insist on telling us about teaching and learning

Steven P. Jones, Missouri State University

The arguments of Neil Postman, especially in his *Amusing Ourselves to Death*, suggest a need for caution in our embrace of new educational technologies.

### 36. Preparing students to teach science

Dearborn

#### Usage and perceived benefits of the ERR instructional framework and content literacy strategies with middle and high school science teachers

Sarah Nixon, Missouri State University

John Fishback, Ozarks Technical Community College

Georgianna L. Saunders, Missouri State University

Panelists will examine the usage and perceived benefits of the Evocation, Realization of Meaning, and Reflection (ERR) instructional framework and content literacy strategies with middle and high school science teachers.

#### The role of science centers in the preparation of elementary school teachers

Queen Ogbomo, Lincoln International Studies School

The role science centers play in the preparation of elementary school teachers is examined. The paper argues that science centers' programs can improve preparation of pre-service teachers' effectiveness in the teaching of science.

### **37. Helping teacher education students become critical agents**

Astor

#### **Developing a critical educational ontology in pre-service teachers**

Bettina T. Becker, Eastern Illinois University

Gus Albear, Eastern Illinois University

Teacher education traditionally focuses on overviews of and exposure to the history and philosophy of education. This presentation looks at essential teacher skills, such as critical ontology and agency, rather than essential teacher knowledges in relation to the history and philosophy of education.

### **38. Urban field experiences / Politics of education**

Lake Shore

#### **Urban field experiences in PK—12 teacher preparation: Do they make a long-term difference?**

Lucille L. T. Eckrich, Illinois State University

This paper examines the longitudinal impact of course-embedded urban experiences on the careers of participants versus non-participants. Findings suggest the potential and/or limits of university-based teacher education for high-need schools.

#### **What should every seventeen year old know about literature and history?**

Thomas E. Deering, Augusta State University

What should be taught in high school literature and history courses? Do teachers play a role in making this decision? If not them, who?

### **39. Improving traditional teacher education programs**

Press Room

#### **Improving training programs by talking to teachers: Surveying B.S.Ed. alumni from 1960—2009**

Susan Anne Carlson, Pittsburg State University

Janet Zepernick, Pittsburg State University

This presentation will report on a Pittsburg State University survey which asked all B.S.Ed. English department alumni who graduated from 1960—2009 how to improve the training of English education majors.

### **Don't throw the baby out with the bathwater: What are we doing well in effective teacher education programs, and how can we adapt our programs to meet the changing needs in P—12 school settings?**

Maureen Kincaid, North Central College

Nancy Keiser, North Central College

Kristine Servais, North Central College

This paper presentation will overview the criticisms of teacher education programs and provide a discussion of program components that have been found to result in high quality preparation of teacher candidates.

## **Ninth Concurrent Session**

**2:15 – 3:25**

### **40. Supporting students: The importance of talk**

Dearborn

#### **Enhancing student success: Tutoring, mentoring and collaborative learning moves off campus**

Sarah Nixon, Missouri State University

John Fishback, Ozarks Technical Community College

Two college teachers will share some surprising outcomes from their weekly off-campus student support program. Not only did the students find the experience enriching, but so did the teachers.

#### **Turn with students: Making conversation a priority in teacher education**

Gregory Harmon, Dominican University

Conversation—turning over ideas with one another—as an essential teaching tool. Discussed will be why it is valuable, means of teaching it, and what else can be sacrificed.

#### **Edges open: Navigating discourse A study of dialogue in classroom practice and in studio applications, and observations about their intersections**

Maura Doern Danko, The Art Institute of Pittsburgh

This realization about pedagogy is reflected by a shift in the studio, and includes an overview of interviews with students about dialogue. Discourse invites chance and intimacy, thereby enhancing transformational learning.

### **41. Global perspectives**

Astor

#### **More than a lane change: A master's degree that links fluency in education technology and teacher research within a global perspective**

Karla Smart-Morstad, Concordia College

Viann Pederson, Concordia College



Classroom teachers can be resources for their teaching. A developed global perspective, fluency with educational technology, and teacher research—through cohort face-to-face and online master's study—aims to educate and renew teachers.

### **Teacher preparation in the age of globalization**

Lynda Leavitt, Lindenwood University

Beth Kania-Gosche, Lindenwood University

Reforming traditional teacher education programs is achievable through the incorporation of global competency skills necessary to meet the needs of the 21<sup>st</sup> century learner.

### **Conceptualizing the child: Early childhood care and education in Tanzania**

Bethany Hinsch, University of Wisconsin—Madison

This paper explores the conceptualization of the Tanzanian child through an analysis of six policies that address early childhood education, examining how contradictions among the policies impact children's educational experiences.

## **42. Strategies in teacher education classes**

Lake Shore

### **Using Gardner's multiple intelligences in studying educational history**

Christopher Palmi, Lewis University

This presentation will focus on pre-service educators' beliefs regarding the intersection of the study of educational history and Gardner's multiple intelligences. Examples of student work will be provided.

### **Cherries, plums, peaches and damsons all have their own beauty and qualities: The emphasis on differentiated instruction in teacher education programs**

Nai-Cheng Kuo, Michigan State University

Rachel Ayieko, Michigan State University

Differentiated instruction is one way to eliminate educational inequities. Examples and tips of differentiated instruction in reading and mathematics will be provided.

### **Absorbing Cannon Fire: Palmettos and the Defense of Teacher Preparation**

Kathryn Richardson-Jones, The Citadel

This presentation will use palmettos as a metaphor to highlight external attacks on teacher preparation and provide suggestions for the ongoing moral obligation to defend best practices in education.

## **43. Latina/o students, language, and educational success**

Press Room

### **High expectations?: Questioning the (un)neutral effects of Standardization and accountability discourse**

Isaura B. Pulido, Illinois State University

This presentation explores the ways current education reform exacerbates racial/ethnic inequities by imbuing difference and obscuring the ways identities are marginalized within the language of standards, testing and accountability.

### **Native language instruction and the impact on the identity of Spanish-speaking English language learners**

Arthi Rao, DePaul University

This study examines fourth grade native Spanish-speaking English language learners (ELLs) in a dual language and English-only setting. Focus is on how sociocultural experiences and influences in the local learning environment impact students' identities and perceptions of their schooling experience.

## **Tenth Concurrent Session**

**3:35—4:30**

### **44. Professional development—teaching literacy**

Dearborn

#### **Scrapping traditional mentor/novice relationships: Task-based professional development as a context for teacher learning**

Catherine H. Reischl, University of Michigan

Kristine Schutz, University of Michigan

Research findings on the nature of mentor teachers' and interns' interactions and subsequent teaching of literacy lessons as they engaged in collaborative task-based professional development in a summer school program.

#### **Diving deep into Writer's Workshop: A two-year implementation study in an urban school**

Eileen Kaiser, Northeastern Illinois University

This paper will discuss a study of a two-year implementation of Writer's Workshop in an urban school focusing on distributed leadership and focused, sustained professional learning opportunities.

### **45. The role of research in teacher education**

Panel discussion

Astor

#### **Teacher creativity and innovation: The role of research in fostering thoughtful, prepared, and engaged educators**

Maria McKenna, University of Notre Dame

Deborah Carter, Independent Researcher/Consultant

Tracy Wood, Lindenwood University, Rockwood School District

Beth Kania-Gosche, Lindenwood University

This panel examines the role of research in teacher education. How should research be taught to pre-service teachers? What role should/does research play in day to day practice of classrooms/schools? How can educational research ignite creativity and innovation?



## **46. Drawing out the wisdom of educators**

Panel discussion

Lake Shore

**Up from normal school: A transactional, aesthetic, wisdom-centered foundation of education for teachers to educate a nation of free, humane persons less at risk of self-enslavement**

Bruce Novak, Truman College

Keith Hayes, University of Illinois—Champaign-Urbana

A teacher educator and some former students discuss a curriculum for drawing out the inner wisdom of educators, grounded in the very late Dewey's understanding of the need to broadly cultivate a mentality of "aesthetic transaction"—the regular seeking out of transformative intercourse with oneself, others, and the world—as the central means of attaining democratic fellowship.

## **47. Needed: Effective educational leadership**

Press Room

**The leadership challenge: Developing an ethical compass**

Carol A. Schultz, Chicago State University

Newspaper reports often question the integrity of decisions made by educators. Administrators require an ethical compass to make informed decisions free from bias and influence.

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